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March

1954



Sound in the Library
By Wesley L. Lewis
& Harriett Genung

Library's Role in the Liberal Arts College
by George H. Armacost

California Library Education Survey
by Robert D. Leigh

CALIFORNIA LIBRARIAN



CALIFORNIA LIBRARIAN

Volume 15, Number 3

March, 1954

RAYMOND M. HOLT, *Editor* MARJORIE DONALDSON, *Advertising Mgr.*
MRS. W. R. YELLAND, *Executive Secretary*

CONTENTS

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Paging California Librarians, by <i>Edwin Castagna</i> - - - - -	141
The Library's Role in the Liberal Arts College, by <i>George H. Armacost</i> - - - - -	147
The Fine Arts Press of Santa Ana, by <i>Lavinia C. Knight</i> - - - - -	151
A Librarian Becomes a Children's Book Editor, by <i>Eunice Goodchild</i> - - - - -	154
You and the Future Librarians Project, by <i>Victor C. Johannsen</i> - - - - -	155
The Functions of a Graduate School of Librarianship, by <i>J. Periam Danton</i> - - - - -	157
The Time to Begin Is Now!, by <i>Doris Ryder Watts</i> - - - - -	161
The California Library Education Survey, by <i>Robert D. Leigh</i> - - - - -	164
Telling the Library Story, by <i>Howard Samuelson</i> - - - - -	168
As I See It, by <i>Raymond M. Holt</i> - - - - -	170
Sound in the Library, by <i>Wesley L. Lewis & Harriett Genung</i> - - - - -	172
Don't Look Now, But Our Constitution Is Changing, by <i>John D. Henderson</i> - - - - -	175
Legally Yours, by <i>Peter T. Conmy</i> - - - - -	179
What's Going On Here?, by <i>Frederick A. Wemmer</i> - - - - -	180
Academic Library Notes, by <i>William Ready</i> - - - - -	184
People and Books, by <i>Joe Biggins</i> - - - - -	185
District Digest - - - - -	202

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954

fig.

141

147

151

154

155

157

161

164

168

170

172

175

179

180

184

185

202

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Paging California Librarians

BY ED CASTAGNA

CLA PRESIDENT

GOALS FOR 1954

"THE SUCCULENT roots of the CLA go right down from the paneled office of the head librarian to the lowest man in the nether book stack. Enmeshed in this network of books, people, and public service are all the human beings who make the library system tick. The Association is not a code of laws nor a clique of big time operators but is the body of organized believers in the cause of library service. THE OBJECT OF THE CALIFORNIA LIBRARY ASSOCIATION, says the CLA constitution, SHALL BE TO PROMOTE LIBRARY SERVICE AND LIBRARIANSHIP: It embraces trustees, clerks, custodians, librarians, department heads, friends; some may lead and some may push, but we are engaged in the same great project. We're all in it together."

Neal Harlow, former Editor of *The California Librarian* and now Librarian of the University of British Columbia, has written and said much that is provocative and important. His words, quoted above, from the March 1949 CLA Bulletin, have special significance for us now. It is for us, "the body of organized believers in the cause of library service," to carry on the "great project" as a team. Our opportunities for service are many and challenging.

As I see it, these are some of the important CLA goals for 1954:

1. Improvement of standards for libraries of all kinds—school, college and university, public and special, which go to make up the library system of California.
2. To bring our actual performance up to the standards so far adopted.
3. A survey of all of the information resources of California — a project planned by the Library Development Committee.



Edwin Castagna, CLA President for 1954

4. The protection of intellectual freedom and the continued operation of our libraries in the spirit of the Library Bill of Rights.
5. Strengthening of CLA through increasing membership and participation, constitutional revision and improved coordination of the various districts, sections and committees.
6. Scrutiny of library education in California in the light of Dr. Leigh's recent study undertaken for the President of the University of California.
7. The sharpening of our political skills so that we may meet the challenge of a fast-growing and wealthy state by securing the support of those who can help us improve library service for all the people in California.

(President's Report . . . Page 145)



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(CLA Committees . . . Page 145)

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PRESIDENT'S REPORT

... (from page 141)

Our Association membership is rich in the accumulated knowledge of many years of experience. Its ranks are being reinforced by as able and vigorous a group of young librarians as can be found anywhere. As we join forces, veterans and emerging leaders, we will make this year a link between the fine 1953 accomplishments under Margaret Klausner's efficient direction and great promise of 1955 when we will enjoy the proven leadership of Carma Zimmerman.



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THE LIBRARY'S ROLE IN THE LIBERAL ARTS COLLEGE

BY GEORGE H. ARMACOST

THE RISING cost of higher education has forced the liberal arts college to evaluate its program, appraise costs in relation to relative values, and estimate its significance in training leaders for democratic living. Leaders in industry, in government, as well as in education have shared in this evaluation. The results have not been disappointing to friends of liberal arts colleges. There is increasing recognition of our dependence on small, private liberal arts colleges for furnishing top leadership for executive positions in industry, business, government, as well as in the professions.

Educators are trying to discover the genius of the liberal arts college in leadership training. The curriculum, with its emphasis on subjects dealing with values, is important. The practice in small liberal arts colleges of using experienced and highly trained men for teaching freshman students, as well as upper classmen, is significant. There is value in the friendly relationships existing between faculty and

students. The ease of communication between the student and his professor makes it possible for students to take advantage of the training and skill of faculty members in relationships outside of the classroom. But the real genius of the small liberal arts college in preparing leaders is found in its unique ability to develop in students a capacity to think; to use many types of resources at their command, and to be independent in judgment and action. In such a program the library has a significant role in developing students' knowledge, initiative, independence, and resourcefulness.

The college library has not been exempt from the effects of inflationary prices. Higher salaries of personnel, sky-rocketing costs of binding, increased costs of new books, and other services have combined to make the charge for placing a book on the shelf either equal to the publisher's price of the book or in many instances even higher. Unless the administration and trustees of an institution can be convinced that the library is serving a relatively more useful function, there is a serious temptation to reduce expenditures for the library and apply these funds to items in the budget related to the selection and retention of students and to help reduce deficit financing. Only when

Ed. Note: As President of one of the nation's finest small colleges, Dr. Armacost is particularly qualified to write on the role of the college library. His emphasis on the library's integral part in the education of college students is a refreshing one.

administrators have definite convictions about the value of the library, and when librarians work with faculty cooperatively and intelligently in the use of library facilities, can this temptation be ignored and library budgets be retained in proper relationship to the total budget of the institution. Huge expenditures for the library cannot be justified by the desire to have a strong collection, merely to meet accreditation standards, or to boast of the superiority of the college library as compared with that found in competing institutions.

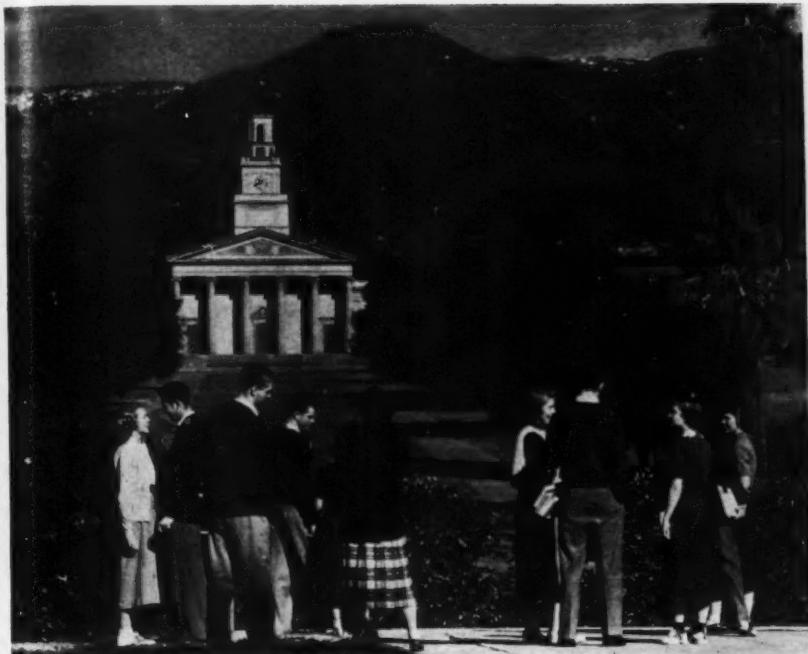
How can one justify the expenditure for the library in the college budget? First, examine our own philosophy of education. Certainly no one will deny that education is largely a vicarious experience. Benjamin Franklin said, "Art is long and time is short. Therefore, one must choose that which is most useful and most ornamental." The vast amount of learning which has taken place since Franklin's day and the large number of books and magazines published have made this observation even more pertinent today. Society has become increasingly complex and students have increasingly numerous, complicated, and difficult decisions to make. Students should have at their command the published experiences of the race which can be used to live vicariously the experiences of others in areas which are interesting and related to preparation for leadership. The college library becomes essential to students as they match their interests, talents, and resources with those needed for successful living in a democratic society and in earning a living as a gainfully employed citizen.

People are more important than printed material and the individual not the textbook is the center of the learning process. No two individuals are alike. They differ in background, abilities, interest, aptitudes, destination or goals. Variety and breadth of materials are essential. In spite of this, individuals have many characteristics which are common to all and there are many experiences in which all must engage. The library should contain a core of content which will help students relieve the common experiences of the race such

as establishing homes, the growing of children to maturity, choosing vocations, the development of a philosophy of life, basic to living at peace with one's neighbor and with his Creator. Many of these profound questions cannot be answered satisfactorily in college classrooms. Students must be started on an adventure of using books and the recorded experiences of others in facing these fundamental questions that will continue for a lifetime.

A philosophy concerning education and the use of the library must recognize the importance of teaching students how to use the tools of learning. There are many resources in the library for solving individual and group problems. Too few college graduates make use of these resources after graduation. Here is evidence that faculty and library staff have not properly motivated use of library resources and that instruction has not resulted in habits of using books, periodicals, and other reference materials in the quest for more adequate solutions to human problems, both individually and collectively.

The library should not be exempt from the intelligent application of principles of economy. Adequately trained librarians are scarce. The professional requirements demanded of those training for librarians are not too severe. The number of trained librarians on the staff of an accredited library and their assignment of duties, however, may be questioned. Clearer differentiation should be made between professional responsibilities of librarians and the necessary activities of sub-professionals and clerks to be performed in the purchase, cataloging, and circulation of printed materials. In almost any college library, professionally trained librarians can be found doing work that can be done as well by an alert, intelligent clerk with a high school diploma or an associate of arts degree from a junior college. Shelving books, magazines, and reference works, signing cards at circulation desks, typing orders, and numerous other menial and manual labor activities do not require professional training. The library might be more efficiently run when budget is limited by the employment of more sub-professional and clerical workers. Certain-



Memorial Chapel and Quadrangle on the University of Redlands Campus.

ly every library should have professionally trained librarians for directing acquisitions, cataloging, reference and circulation. The proper use of clerks and sub-professionals will not only aid the economy program but also morale. The scarcity of professionally trained librarians may be related to the failure of the work to challenge a college trained person because so much time is spent doing low skilled operations.

To realize the largest dividends from library expenditures the administrator must assume responsibility for seeing that the faculty and the library staff plan together the instruction of students in the use of library resources and library tools. This is done more easily if the professional library staff is on a par with the faculty. The librarian should have status with the highest ranking faculty member and should be recognized in prestige and salary as being equivalent to the full professor. The other members of the li-

brary staff should be employed with a rank equivalent to instructor. Advancement in salary and rank in proportion to training, experience, and general effectiveness, should be made possible. Using librarians on appropriate faculty committees will add valuable experience and insight to faculty discussions, increase respect for library staff, and facilitate communication.

College administrators should stress the importance and responsibility of faculty for the selection of the library collection. This may become a departmental responsibility. It may be helpful in some situations to have a library committee composed of faculty representing major divisions of instruction. The responsibility does not end, however, with the purchase of the collection. Either the same or other committees should be developed for constantly appraising the use of library resources and for finding ready means for bringing the library staff to classes when

it is more economical to give library instruction there or for taking groups of students to the library when it is easier to give the instruction where materials and tools are readily available in the library. The faculty should constantly appraise the use of the library collection and plan assignments and reference bibliographies so that important books are at least handled by students during their experience in college with the whetting of the appetite to come back and explore these resources following graduation.

The use of the library is closely related to the instructor's plan of instruction. It is the duty of the dean and the division heads to see that students cannot get by in classes by mastering only the content of textbooks or even the use of one or two collateral readings. The academic dean must challenge instructors to develop syllabi in which many books, magazines, and reference works are referred to as source materials for gaining insight into the problems which are discussed in the classroom. Resourceful leaders develop in proportion to the independence developed by students in college in finding adequate solutions to problems based on adequate information and experience.

The library itself should create an incentive for learning. Skilled library personnel should use bulletin boards, special shelves, displays on tables, and other devices as bait to draw students to the library and to use library facilities and resources in occupying the students leisure time. The librarian must be acquainted with the general program of the college and should know the questions which students are asking currently on campus. College "bull sessions" consider topics related to courtship and marriage, religion, politics, and vocations. Bulletin boards can help students read current materials on these topics. It helps if faculty know what these displays and bulletin boards contain for a few carefully planned aside remarks by faculty greatly increase their use. Students are embarrassed and are reluctant to confess social inadequacies but can be more poised if knowledge is substituted for ignorance. Here is the librarians opportunity to help the social dean. What

the student learns voluntarily from the use of the library apart from course work may in later life promote intellectual growth and prevent stagnation.

In many institutions the honors course or directed reading program provides an intelligent use of the library. Here the student starts with a general objective, initiated by himself and depends largely on library resources for the satisfaction of his goal. The superior student is most likely to be neglected in any educational institution. This program insures attention to the superior student at relatively low cost but with high results.

Questions of academic freedom, the investigations currently taking place in educational institutions, and many other problems of higher education relate to library use. The integrity of an institution demands that students search for truth and be guided in the appraisal of ideas so as to know what is true and what is false. In any such program the library is an invaluable resource, for questions of any one generation are not totally different from those asked in previous centuries. By reading of the experiences of people, we can determine how these problems have been solved in the past. We shall have less fear if our knowledge is more adequate.

It has often been said that the library is the heart of the educational program. We think of the heart as a vital organ. If it fails to function, life ceases and the individual dies. The ability of an institution to develop liberally educated persons is handicapped if the library does not function and if it is not used extensively by students to explore vicariously the experiences of people of other times and of other countries. By their fruits ye shall know them, and by the behavior of students in the use of books and other resources after graduation, we can determine if the student is liberally educated and if the library has functioned in his training.

Beware of the man who turns from bad to worse. He is apt to perpetrate the perfect rhyme.—*University of Washington "Library Information."*

Editor:

Among the noted visitors introduced at the American Library Association meeting of 1939 in San Francisco, was Roisin Walsh, Librarian of the Public Library of Dublin. Her first remarks concerned the great advance made in American printing. The example she cited was an exhibit she had seen of several books from the Fine Arts Press of Santa Ana, California.

This statement increased our ambition to own all of the books from this Press. When Mr. Thomas E. Williams, founder of the Press, was forced to dispose of his personal collection of the books, we felt fortunate to acquire it for the Fullerton Public Library.

The previously untold story of the Press could only be written by one who had worked very closely with the printer. We were very fortunate, after days of search, to find three of the students who worked with Mr. Williams. One of them consented to record for the *California Librarian* the story of the Fine Arts Press and the production of its twenty-seven beautiful and now rare volumes.

(Signed)
Carrie Sheppard
Fullerton Public Library

The Fine Arts Press Of Santa Ana

BY LAVINIA C. KNIGHT

THE FULL STORY of the Fine Arts Press of Santa Ana will be told only when all the artists of pen, palette, and press who were associated with Thomas E. Williams, the printer, record their part in the production of these cherished volumes, so well deserving of their recognition as "fine art."

Woven into the story are the early art careers of Jean Goodwin and Arthur Ames (now Mr. and Mrs. Ames of Claremont), today recognized artists of Southern California in several fields. Prominent in the story is the late Terry Stephenson of Santa Ana, whose publications by the Fine Arts Press are accepted authority today on the history of Orange County.

Modern printing is primarily a commercial trade with rare printers of vision and talent bringing it back into the field of art from which it came. Thomas E. Williams earned a place for himself in this group. The Fine Arts Press was the realization of his long-held dream to produce with modern methods and tools, books that could be compared with the works of the master printers in the days of hand set type and hand made paper, when printing was an art. This was in

his mind when he chose old style type, used hand set title and introductory pages, selected papers with color and texture that remind one of the old hand made papers, used wood cuts and linoleum prints that resemble the illustrations of early books. Pages were brightened with colored initial letters, some machine made, some hand made, and in the rarer volumes even hand painted like the illuminated books of the past. Bindings were chosen not only to harmonize with the subject matter and paper, but also to resemble the old books. Pages were left untrimmed to emphasize the hand made touch. This styling after the old masters began with the first book, "Caminos Viejos" and reached its climax in the special deluxe editions of "The Sermon on the Mount" and the "Seven Questions of Timur."

The reputation of the Fine Arts Press was made with the publication of its first volume, "Caminos Viejos," the first edition of which sold in only ten days. With this printing began the stream of letters of commendation and press notices of appreciation and praise which soon filled Mr. Williams' files. Harry Carr, of the Los Angeles Times, called "Caminos Viejos," "One of the most beautiful books that has ever come into my hands." Vierling Kersey, then Superintendent of Public Instruction in California wrote, "The very

Ed. Note: This sketch of the little-known but important Fine Arts Press of Santa Ana is the first in a series of articles on California's publishing enterprises. CL will appreciate your suggestions as to other presses that might be covered.

feel of the book indicates a perfection in production that can only be exceeded by the delightful manner in which the romance of the topic is treated in the composition of the book." John C. Beswick, Chief of the Bureau of Trade and Industrial Education in California said, "The book is a work of art. . . . A real contribution has been made to the annals of Orange County."

This reputation reached an international scope with later books as they had sale in many foreign countries. Eleanor Hague's "Latin American Music" filled a special need in its field and sold well in Mexico and South America. "Navaho Weaving" by Charles Amsden was bought by students of this art in Holland, England, Sweden, and Canada as well as in our own Southwest. "Chinigchinich" which is a translation of Father Geronimo Boscana's account of the beliefs and customs of the Acagchemem Indian Tribe of Mission San Juan Capistrano, was called "a triumph of bookmaking" by Harry Carr. The Los Angeles Times stated, "It will add glory to Southern California's growing reputation as a book making center." It was included in an exhibition of books in Edinburgh, the greatest book-making center of the British Empire.

The Fine Arts Press had its birth in the printing plant of the Santa Ana High School and Junior College. For it was while he was Director of Printing at these schools that Mr. Williams, with the help of his students and associates, brought reality to his printing dream. The schools' part in the founding of the press and Mr. Williams' goal for his students is well explained in the introductory pages of the first books. To quote from "Shadows of Old Saddleback," "The school authorities of Santa Ana hold the belief that it is their right and duty to aid in any way they can in the preservation of historical facts and legends having to do with their state and county. . . . In this book, as in the former one ("Caminos Viejos"), it is primarily the desire of the printer to produce excellent and noteworthy printing as a means of emphasizing the work of the school of printing of which he is the head, and, by doing outstanding work, to

arouse the understanding and ambition of his students." When the shop was closed in 1951, the *Los Angeles Times* commented, "The school print shop developed through the years into an internationally famed graphic arts center."

The name "Fine Arts Press" was not used until the publication of the sixth volume, "Chinigchinich," in 1933. The previous books were inscribed "Press of The Santa Ana High School and Junior College." Now, all these books are rightfully listed as from the Fine Arts Press. In June of 1942, Mr. Williams severed his connections with the Santa Ana schools. Since then he has been associated with the publication of six books bearing the name Fine Arts Press. Most of them, including the reprint of "Shadows of Old Saddleback," were printed by J. T. McInnis of Orange. Although they are fine books, they should not be confused with the limited editions volumes of the Fine Arts Press printed in Santa Ana schools.

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BIBLIOGRAPHY

The following is a list of the books of the Fine Arts Press with brief descriptions:

1. CAMINOS VIEJOS. By Terry Stephenson. (1930) "Tales found in the history of California of especial interest to those who love the valleys, the hills and the canyons of Orange County, its traditions and its landmarks." 1st ed.—250 copies; 2nd ed.—500, same format, text revised; Brown Fabrikoid binding.

2. SHADOWS OF OLD SADDLEBACK. By Terry Stephenson. (1931) "Tales of the Santa Ana Mountains, the Santiago, the Trabuco, their Canyons and their Hills; from the day of the Dons down through the years when pioneers built their cabins among the Oaks and Sycamores." Ed.—500 copies; binding—Hinge of grey leather, blue-grey Fabriano covered boards; Printed with linoleum cut, and die stamped in gold.

3. BLOCK PRINTS OF THE SOUTHLAND. Designed and cut in linoleum by Jean Goodwin. Verse by Eleanor Northcross. "A series of linoleum cuts in four colors of beautiful spots in Southern California, with poems describing each scene." (1931). Ed.—250 copies; binding—heavy green paper. Special Ed.—50

copies; binding—hand made marble paper over boards, title gold die stamped.

4-5. ORANGE COUNTY HISTORY SERIES, VOL. I (1931). Ed.—300 copies; VOL. II (1932). Ed.—500 copies. Both series published by the Orange County Historical Society and being "A collection of papers of historical interest read before the Orange County Historical Society over a period of 5 years." Binding—dark red Ravenna paper over boards; back bone of heavy canvas.

6. CHINIGCHINICH. By Father Gerónimo Boscana. (1933). A reprint of Alfred Robinson's translation of Father Boscana's "Historical account of the origin, customs, and traditions of the Indians of San Juan Capistrano, Alta California, called the Acagchemem Nation," first published in 1846. Detailed annotation by John P. Harrington of the Smithsonian Institution. Ed.—500 copies. Binding—brown Neptune paper over boards, quarter bound in brown cloth; die stamped in gold.

7. TRAVEL TREE. By Evelyne Nunn Miller. (1933). Lithographed photographs of paintings by Evelyne Nunn Miller made during a world tour. Descriptions of each painting by K. Ethel Hill. Poems about each country by Beulah May. Ed.—750 copies. Binding—grey Hammermill Brushmark paper over beveled boards; quarter bound in silver cloth.

8. SPANISH EXPLORATIONS IN THE STRAITS OF JUAN DE FUCA. By Henry R. Wagner. (1933). "A record of the achievements of the Spanish explorers of the northwest coast of America." Ed.—400 copies. Binding—black cloth over heavy beveled boards; quarter binding in black cloth. Special Ed.—25 copies. Binding—genuine goat skin.

9. JOHN SWETT. By Wm. G. Carr, Ph.D. (1933). "The biography of a pioneer state superintendent of schools in early California. Not only is the story a recital of the growth of the educational system of the state, but an interesting picture of life in San Francisco during the gold rush days." Ed.—300 copies. Chapter heads and initials—two colors from original pen and ink drawings by Mary Louise Wallace. Binding—red wine cloth, quarter binding—cream colored cloth over heavy beveled boards.

10. LATIN AMERICAN MUSIC. By Eleanor Hague. (1934). "The chronological development of music in Latin American countries with descriptions of native instruments and songs, past and present."

Ed.—400 copies. Binding—red cloth over boards; title die stamped in silver.

11. NAVAHO WEAVING. By Charles Avery Amsden. (1934). "A thoroughly documented and amply illustrated account of both the technical process and the historic growth of the ancient . . . craft as practiced by the Navaho." Ed.—1000 copies. Binding—heavy canvas printed in three colors in a Navaho blanket design from rubber blocks.

12. THE TRAVELS OF JEDIDIAH SMITH. By Maurice S. Sullivan. (1934). "A biography of Jedidiah Smith, who discovered the Central route from the Rockies to the Pacific Ocean. Also contains the diary of Alex R. McLeod." Ed.—700 copies. Binding—original etching in brown on white cloth over heavy boards.

13. THE STORY OF THE SPANISH MISSIONS OF THE MIDDLE SOUTHWEST. (1934). A complete survey of the Missions founded by Padre Eusebio Francisco Kino in the 17th century and later enlarged and beautified by the Franciscans. Ed.—400 copies. Binding—brown cloth; quarter binding in white cloth gold die stamped.

14. BUCCANEER'S GOLD. By Beulah May. (1935). "A selection from the poems of Beulah May with drawings in printers ink by the author." Ed.—300 copies. Binding—genuine copper over beveled boards; quarter binding genuine leather.

15. FOSTER VS. PICO: A CALIFORNIA CAUSE CELEBRE. By Terry E. Stephenson. (1936). "A court battle in 1873 for the great Rancho Santa Margarita; Pio Pico's escape from California; the recapture of San Diego in 1846; cattle days lived again." Ed.—120 copies. Binding—textured paper over boards.

16. THE GREAT SOUTHWEST ETCHINGS. By Carl Oscar Borg. (1936). A selection of Carl Borg's poems and dry point etchings of the Southwest. Binding—paper over boards; Fabrikoid quarter binding.

17. WHAT I SAW IN CALIFORNIA. By Edwin Bryant. (1936). Volume I of the Calafia series. "Being the journal of a tour by the Emigrant route and South pass of the Rocky Mountains, across the continent of North America, the great Desert Basin and through California in the years 1846-1847." Ed.—500 copies. Binding—dark parchment covered boards; leather quarter binding.

(Fine Arts Press . . . Page 188)

A LIBRARIAN BECOMES A CHILDREN'S BOOK EDITOR

BY EUNICE GOODCHILD

"MONOTONY IS ONE word not to be found in the extension librarian's vocabulary. No two days are alike," said Miss Claire Nolte as she sat at her desk in the Los Angeles County Public Library. "Monday may find one battling the Los Angeles traffic on the way to an outlying desert branch," she continued. "On Tuesday, looking over the enticing new juveniles with some publisher's representative may be sandwiched in between making arrangements with a PTA chairman for a talk to be given on children's reading, and selecting shipments for several branches of varied size. Wednesday may mean inventorying a nearby branch in a fast growing industrial community, preparatory to moving it into larger and more attractive quarters, and so with infinite variety passes the procession of days and weeks. It is no wonder time flies." She looked down into the busy street below and you knew she was thinking through the twenty-seven successful years as Chief of the Children's Division and of her approaching retirement. The years seemed so short. "Time flies," she repeated, "especially when one has the knowledge of being the part of a work as rewarding as mine has been in the County Library."

The Children's Division was organized in 1927 and when Miss Nolte first took over her duties she had one clerical assistant to help her—now there are twelve employed on her staff. Patrons served and books loaned number into many thousands.

"In the old days we didn't have concrete highways to ride on everywhere we wanted to go," said Miss Nolte. "Not only that, but sometimes we didn't even have dirt roads. We just had paths. On our trips to the branches in the Angeles Crest mountain area the books were taken to the branch on the backs of burros. Some of us had burros to ride and some of us just



Mrs. Helen Wright, left, looks on as L. A. County Supervisor John Ford presents Scroll of Appreciation to Miss Claire Nolte upon her retirement.

had to hike. We had lots of fun though," continued Miss Nolte, and her blue eyes were dancing. "We used to take picnic lunches—there were very few cafes, remember—and then I will never forget how we used to sing. We used to sing because the trips were many a mile and singing made the traveling seem shorter."

"When did I decide I was going to be a librarian? That question I cannot answer," and Miss Nolte laughed. "When I was a little girl I used to play 'library.' Other children might play 'school' or 'house' but I played 'library.' I had rather a large collection of books of my own when I was a child and I put cards in the books and charged them out to my dolls. But I always wanted to be a children's librarian. Other branches of the profession didn't seem to appeal to me. Many will say they followed in a parent's footsteps but it wasn't true in our family. Instead of the child following the parent, the parent followed the child. My mother became a librarian after I did and was in the school field for a good many years. For this reason we have many understand-

(*Children's Librarian* . . . Page 189)

You And The Future Librarians Project

BY VICTOR C. JOHANNSEN

I AM OCCASIONALLY asked, "How's recruiting going these days?" The off-hand manner in which this question is asked—and the question itself—infers that recruiting is some sort of self-propelled vehicle that generates its own power, moves of its own volition, and wreaks wonderful results. There could be nothing more remote from the facts. It takes the interest and efforts of many people to set this vehicle in motion—and it is time that librarians, all librarians, start assuming a personal responsibility in this effort.

The editor's comments upon recruiting in the December issue may well indeed initiate a greater attention that must be given to the problem of recruitment. The attitude he cites—wherein a librarian is overheard complaining about all the talk on recruiting—certainly indicates a shortsighted view and reveals a very naive grasp of the significance of such work. It may well be a monotonous subject, but it is most certainly a vital subject. It is the problem of all librarians, be it ever so bitter a pill, and it behooves us all to give it not only careful thought but determined, cooperative action. The very formation of a state recruiting committee in January 1953 indicates an awareness of and a new emphasis upon the problem. It shows further that all librarians are not of the same mind as the one cited above.

As a member of the "Future Librarians Project" of the Recruiting Committee, I

would like to expand on Mr. Holt's comments and cite a few other aspects of our findings and possible future steps.

First, the committee found that pamphlets and printed materials are not doing their job. Inasmuch as this medium comprises a majority effort in most of the other professional fields, it should be imperative to ascertain the reasons for its failure. It is not because reading and the printed word has fallen into disuse, but because the message it carries, for recruiting purposes, is not adequate. There are several shortcomings to be noted. The first we unfortunately cannot gloss over—the fact of comparatively low salaries is with us and our prestige is not as high as it should be (but that is another problem). Secondly, not all of our potential members are "books and people" addicts. And, to date, these two facets gain virtually all the space. What is wrong with the administrative and business aspects of, say, the acquisitions branch? Thirdly, too many points are made in any given pamphlet, a fault that is rampant in many professional fields. And fourthly, if we face it, there is an undue amount of saccharine verbosity about the security and the camaraderie of the library profession. Young people today are as interested—perhaps more interested—in what is and will be as they are interested in maintaining the past. The key sort system and the IBM machine will claim its share of interest as well as the proper care of the Bay Psalm Book.

Sample polls taken by the committee, and buttressed by the results of similar canvassings in our field at other times, showed that 50% or better of beginning librarians cited the personal contact with, and the example of, practising librarians as the determining factor in their decision to enter our ranks. Because of so many factors that might enroll a wandering prospect—to cite a few, a partiality toward

Ed. Note: Nothing more important faces librarians in this state than the program of recruitment developed by CLA's Recruitment Committee. Be sure to talk this one over with your fellow librarians. Mr. Johannsen and Chairman Marco Thorne have done a considerable bit of planning and come up with some original thoughts worthy of your consideration. Read also the "Conclusions and Recommendations on California Library Education" by Dr. Robert D. Leigh elsewhere in this issue . . . Likewise Dr. Danton's piece on what library schools are trying to accomplish.

books, a desire for security, economic and filial considerations—this aspect takes on rather enormous proportions. So at this point, another problem becomes obvious. Granted, we enlist the major share of our recruits on a personal meeting basis. Now for every prospect gained, there are several, if not many, prospects allowed to slip by. This is a case for more immediate action than the formulation of a future policy by any committee. In most library systems, the reference desk furnishes the only real contact between the professional librarian and the library user. Unfortunately, in all too many cases, the fate of our future librarians is held in the hands of part-time and student help at the circulation desk. In the larger school, college and university systems, the library user is fortunate ever to come in contact with the professional librarian. We are well aware of the disgruntled library user unable to obtain his books and no doubt harboring an uncharitable feeling toward libraries and librarians. All too often, this attitude could at least be mitigated by a lucid, patient explanation. And unless the professional is there to give it, that explanation is wanting.

We of the committee have found that pamphlets are not as effective as they might be. With some minor revisions—and with proper application—they could be made a more significant contribution. The idea of a film was found to be too expensive and its limited, rather formal qualities did not make it an effective medium for our purposes. We found that our example as librarians carries the burden of recruiting, and we further found that this was true in the fields nearly akin to us in their selling points and limitations, e.g. social work and nursing.

Throughout the great bulk of pamphlet material examined by our committee, the "Career Day" was cited. As we all know, this development in general recruiting efforts is enjoying a boom in recent years. The committee, at this point, with these salient facts in hand then proceeded to formulate a working policy that can and will meet with success if given whole-hearted support of the CLA. The California Library Association is comprised of six districts—the Southern, Golden

Gate, Golden Empire, Yosemite, Mount Shasta and Redwood Districts. It is from these districts that recruiting action might well stem. It is our belief that recruiting chairmen should be selected for each of these districts, responsible to the chairman of the recruiting committee and the association, and responsible for a plan of action within his area. This plan of action should be dynamic, must be pressed. It will be the responsibility of these librarians to appoint area leaders who will contact colleges, high schools, and any other interested groups (have any of us ever considered the service clubs?) in their areas. It is the intention of the committee to arm them with an effective pamphlet and to supplement their talks and interviews with radio spots, television programs, and newspaper articles. Now obviously this is not a shirt-tail venture. It requires effort, money, and above all interest. Every librarian should make it as easy as possible for any interested member of his staff to cooperate as actively in this program as he may see fit. School librarians should cooperate with other local librarians to present librarianship as a career to the students or school library club through such obvious channels as "Career Days." Each college librarian could hold teas, meetings, or open houses, cooperating with the area leader in getting other librarians in for advice, aid, and interviews. Each public librarian, and staff, with coordination from district chairmen and area leaders could hold open houses for interested young patrons.

Perhaps the most arresting and original idea to emerge from the committee's work lies in the librarians' talks with interested groups. It is felt that each of these contacts should be made by two librarians—one a librarian of much experience and successful position, the other a beginning librarian new to and enthusiastic for his work. This second person will form the bridge, perhaps establish the *rapport*, between the prospect who sees a value and the person who has established that value. The quality of remoteness that would necessarily exist between young undecided people and older determined minds, and which always works to nega-

(Future Librarians . . . Page 199)

The Functions Of A Graduate School Of Librarianship

BY J. PERIAM DANTON

IT HAS OCCURRED to some of us who are associated with the kind of school described in the title that the State's library personnel might be interested in a few notes on the objectives, philosophy, principles and implicit assumptions which underlie the operation of such a school.

Before suggesting what the proper role of a graduate school of librarianship is, it may be well to note some of the things which it is *not*. It is not, first of all, a place designed or equipped to prepare persons to carry out routine and mechanical library operations such as the charging, paging, shelving or mending of books. Activities of these kinds, indispensable though they are in every library, should be performed by clerical, "sub-professional" or student assistants. The profession in the field cannot expect to find *librarians* trained in these techniques. If libraries require professional staff members to perform such mechanical chores three grave results inevitably follow: (a) Libraries will pay more to have these tasks accomplished than they should or need to since the wages of competent clerks, student assistants and so on, are lower than the salaries of professional librarians; (b) some professional activities will not be performed or will be performed less well and less fully than they would be if professional staff were not routinely occupied; and (c) the library profession will not attract the ablest, most intelligent and most imaginative young men and women seeking a career.

In our thinking about library education and library personnel, we would do well to ask ourselves what the standing and the contribution of the medical profession



Dr. J. Periman Danton, Dean of the School of Librarianship, University of California at Berkeley.

would be if doctors regularly required to make up hospital beds, serve trays and bathe their patients. A proper separation of professional and non-professional tasks in the libraries of the State would make relatively easy the development of materials for pre-service and in-service training in routine operations. As Robert Leigh has noted in *The Public Library in the United States* (p. 237), "The great number of small public libraries . . . are inherently inefficient in their conduct of work and organization of personnel." If libraries will make a true distinction between professional work and work of a non-professional nature, they will not need to expect competence in mechanical routine, like book mending, of graduates of library schools.

Second, a school of the kind we are describing is not a refuge for the individual who has been patently unsuccessful elsewhere—since, in general, the attributes of success have a certain commonness—for the person who seeks escape from the maddening crowd, for those with "difficult" personalities (you know the kind: "Of course, he hasn't the qualities to make

Ed. Note: Librarians in the field often lose touch with the formal education program offered new recruits. It is CL's particular fortune to have Dr. Danton, Director of the School of Library Science at University of California, provide for us this thorough analysis of today's curriculum in library education.

a good teacher but I think he'd be a fine librarian.") or for those whose intelligence, intellectual ability or what you will, is sub-normal.

Finally—and this consideration may be less obvious than the others—such a school is not exclusively a teaching agency, concerned solely with the transmission from generation to generation of the accumulated store of the profession's wisdom and the standards, findings and principles of its present practice.

In the light of the foregoing negatives, it should not be difficult to formulate an affirmative statement of the function of a graduate school of librarianship. That function should embrace the following objectives:

1. The recruitment and enrollment of young men and women of the best possible personal and intellectual qualifications who, especially, have interest in people, in books and in ideas.

2. Teaching such people, when they become students, the basic knowledge of professional library theory and practice—selection of material, cataloging, reference, administration—including something of library history, the place of the library in society and professional ethics.

3. Provision of the stimulus and the professional and intellectual inspiration which will result in the best of the students becoming real leaders of the profession.

4. The provision of advice and assistance on professional problems to librarians in the area. No school will have the means to do all that it would like or all that it may be called upon to do, but every school can and should do something, not only for the benefit of libraries but also as a means for keeping its faculty in close contact with current developments, problems and needs.

5. Leadership in connection with extracurricular professional activities such as conferences, institutes, forums, workshops, surveys, committees and the like; this *desideratum*, also, is a two-way street.

6. Service as a center of independent thought. It has frequently been argued that the primary function of a university and of its several component parts is research and advancement of the frontiers of knowledge. Whether or not this is in

fact true of graduate library schools today, it should be possible to assert that they must contribute toward the solution of problems and to the advancement of knowledge. The point has been well put in the "Strayer Report" (p. 41): "Discussion of preparation by the University of practitioners for each of the professions can easily lead, however, to a distorted and altogether wrong concept of the functions of the University in relationship to the professions. This relationship is not simply that of preparing practitioners. The University is and must be responsible also in each of the professions for the research and development of scholarship that is only remotely related to professional practice. In each of the professions there is great need for research and investigation in regard to scientific, social and developmental aspects of the profession and the application of this basic new knowledge to practice. In other words, if a university is to be distinguished for its professional schools, each of these schools must devote a considerable part of its effort and funds to research in the professional field itself. In many instances this means research in areas that would be hard to classify under the name of the profession concerned."

In short, though a library school must inevitably prepare people who are well-qualified to carry out professional duties in libraries, it dare not limit its activities exclusively to traditional current library needs and practices but must as well propose the new, investigate the old, re-examine the accepted, experiment with the untried, and in some measure serve as a leader in its field. If it does not follow such a policy, improvement of the present can hardly be expected or at best will come far too slowly, for libraries themselves are not commonly equipped to prosecute this kind of activity.

Any school accepting such a statement of policy and responsibilities is at once committed to a variety of administrative judgments, all of which must be made in the best possible manner, and must be made again and again as conditions change. A few of the more important of these judgments and of the results of acceptance of the objectives follow:

1. Recruiting the best possible students. "Best" is at best a relative word, but in an academic situation it means a number of things, of which good scholarship is only one. Scholarship is normally measured by a grading system. At Berkeley, by decision of the faculty—and at many other schools—the entering student must have at least a "C" average for his previous two years of academic work. This is not a very high scholarship requirement, and few employing librarians, we believe, would be inclined to urge that any library school accept as prospective members of the profession students whose ability—at least as imperfectly measured by grades—is *less* than a minimal amount above that required for college graduation. None of the better library schools, however, bases admission exclusively upon the academic record. All of these schools regularly make use of interviews and references and seek to evaluate personal qualifications. The aim at Berkeley is to admit no one who has not been interviewed by a representative of the school. A number of schools, including the one at Berkeley, make use of the Graduate Record Examination as a test of general knowledge or general education.

In many cases it is desirable to exclude candidates who are over 35 years of age. But in any one year in almost any school there will be found a number of students older than 35 and some schools, including our own, welcome applications from persons at this age level *provided* there is a record of successful experience in another field of activity or of successful graduate study. What the schools do not want and what, it is assumed, employing librarians do not want, is persons who, having been unsuccessful elsewhere either as a result of mental or personality factors, turn hopefully to librarianship more or less as a last resort. Such people are usually over 35 and a stated "normal" age limit is a protection to the profession against them.

2. Securing the best possible faculty. This means, put very briefly, the enormously difficult task of finding men and women with outstanding personal and educational qualifications; professional competence and standing as evidenced,

usually, by at least some successful library experience, preferably in more than a single kind of library or library activity; pronounced teaching ability or the strong promise thereof; a genuine interest in students; the scholarly attributes which a great university demands of its faculty; and the academic background and the interest which make possible contributions "toward the solution of problems and the advancement of knowledge." Not infrequently the most difficult aspect of this personnel problem is that of persuading thoroughly experienced and otherwise fully qualified librarians to forsake the excitements and rewards of high administrative responsibility for library school teaching. Even here, we and a number of other schools have been fortunate. At Berkeley—simply by way of example—the present regular full-time faculty had an average of 10.6 years of library experience before coming to the school and this experience was obtained in school, public, college, special, and university libraries. If the part-time members of the faculty were included, the average figure would be still higher.

It may be noted, too, that a professional school faculty desirably—and almost inevitably—spends much of its extra-curricular time in discussion and conference at home and abroad with individuals and groups at formal and informal gatherings and, if it is worth its salt, such a faculty will be constantly and consciously on the lookout for leads and information about new developments, new problems and new points of view in the field.

3. Summer and other programs for Librarians in Service. Virtually all library schools including our own, offer at least part of their programs in summer sessions in order to accommodate librarians and prospective librarians who are employed and who cannot arrange to study during the regular academic year. In addition it is common for those schools which give work beyond the basic first-year program to offer a considerable portion—often half or more—of their advanced courses in the late afternoons and evenings.

Extension courses in most institutions are not directly under the library school

but are operated by a separate department or division. Such a division is ordinarily only too happy to try to arrange subject courses when there is an indication of sufficient demand to justify them. Upon recommendation of the Board of Education for Librarianship of the American Library Association, correspondence study courses—which are not offered by any accredited library school—are not accepted for credit toward professional degrees.

Increasingly during recent years a number of schools have sponsored workshops, symposia, conferences and the like on a wide variety of specific topics or subject areas. Such affairs, usually designed to shed light upon a special problem or to be of practical specific benefit to librarians in service in a particular subject area constitute a contribution to the general professional welfare and are undertaken despite the fact that they involve a great deal of time and energy for their proper planning and execution. It is obvious that the potential activity of any school in this area is almost limitless and that what a given school is able to do is determined not simply by "administrative judgments" as to what most needs doing but largely, also, by considerations of staff time and of finance.

4. "Toward the Advancement of Knowledge." A few schools have begun, in recent years to contribute directly in the scholarly work and publication of their faculties to the advancement of knowledge of the profession. Chicago is probably the outstanding example if for no other reason than that its program and objectives in the field of the most advanced study antedate those of the other schools. However, at California, Columbia, Illinois and elsewhere there is a steadily increasing contribution which is enriching professional literature and professional thought. At Berkeley—simply by way of specific example again—the faculty has produced more than 25 articles and monographs since 1948 alone.

5. Other Contribution to the Profession at Large. Considerations of Faculty time will also be a chief determinant here, but in any recent five-year period it may be shown that the faculties of some

of the schools have held literally hundreds of memberships on committees of national and state professional associations, have participated in scores of surveys of various kinds and have held dozens of offices in professional associations.

6. *Liaison with the Librarians of the State.* As being of special interest to subscribers to the *California Librarian* and perhaps of some possible interest to librarians elsewhere, it may be noted that by the time this article appears in print some of its potential readers will have received from the President of the University of California and its Chancellor on the Berkeley Campus an invitation to membership on an advisory council of the School of Librarianship. The council, which will have a rotating membership, will consist of about dozen leading librarians in the State, representative of various types of libraries and library activity. The function of the council will be advisory. It will serve as a channel of information to and from the school; it will help to interpret the school's problems to the profession in the State, and to interpret library needs in the State to the school; it will provide the means for a periodic exchange of views and opinion; and it will consider present and proposed policy and aims of the school. If the objectives set up for the council are even partially realized much benefit should accrue both to "practicing librarianship" and to library education in California.

IDEAS THAT PAY . . . The Paterson (N.J.) Public Library has a brief feature called "Know Your Community" in its monthly mimeographed bulletin. The article describes the work and services of a local public service agency. By giving an organization a deserved pat on the back, the library is strengthening its relationship with the agency . . . The New York Public Library uses a metered postmark on its outgoing letters which reads: "The House of Answers" . . . The Minneapolis Public Library pastes a small memorandum entitled "ENCORES" in the back of its books for young people. If you liked this book, the memo urges, try the other books of a similar nature listed below.

The Time To Begin Is Now!

BY DORIS RYDER WATTS

THE TRUTH ABOUT cutting the Gordian knot, according to Plutarch, is that Alexander accomplished his purpose by unhitching the shaft of the chariot and leaving the knot alone.

That is exactly the way a program of work with young people was established in Long Beach. The knots were many. No budget. No personnel. No space. Therefore, the shaft of the chariot was unhitched. A new position was created and permitted in the budget. A Coordinator of Work with Young People was appointed. An office was evolved in a corner of the Bindery. One partition is a floor stack; another, a piece of plywood; a third, shelving and a window; the door is a folding screen. There is a desk, typewriter, telephone, vertical file and loads of shelves.

March 1, 1952 was the red letter day when it all began. The office was full of flowers from well-wishers. But the shelves were empty. The desk drawers were empty. The file was empty. My mind was as blank as the sheets of paper stacked so neatly in front of me. However, the City Librarian had said the one thing which was to serve as a constant inspiration: "Don't worry if you don't seem to accomplish anything immediately. Take time to think and plan." Let it be put on record that anything is possible with administrative support like that. I pored over the pages of "The Public Library Plans for the Teen Age." In our situation many of the recommendations were impossible. Some were not. Others could be adjusted. The important thing was, that whatever the local situation, the problem was the same.

We knew from the *Public Library In-*

quiry that the peak use of the library occurred at about the age of 16; that the greatest drop in use took place between the ages of 17 and 20. The question is why; the problem is obvious; the solution is still in the making. It would seem that Children's Librarians are doing a terrific job of interesting boys and girls in books and libraries. The introduction of a special service for children a little over 50 years ago under the supervision of trained personnel obviously accounts for the huge circulation of children's books. Then, what happens? Here, for instance, the adult card is issued in the ninth grade. A few ninth graders will continue to use the Children's Room but not for long. They begin to wander around in the adult departments. They no longer have that sense of belonging so essential to the adolescent. They are at the age where they feel stupid if they ask many questions. In too many cases, the library ceases to be a part of their lives.

Work with young people seems to me to fall into three rather arbitrary divisions. First, devising ways of keeping as patrons that vast number of library users inherited from the Boys and Girls Department; second, interesting more high school students in the idea of taking out library cards while it is possible to reach them en masse; third, retaining them as patrons after high school graduation. In Long Beach, we have made our plans and carried out our experiments with these three areas of work constantly in mind.

We now have a guide to the adult departments called "It's All Yours" which is given to ninth graders when their cards are stamped "For Use in the Adult Department." It is also given to all high school students who are taking out a card for the first time. A Young People's Committee was appointed which consists of a representative from each of the subject departments and one branch librarian. This committee makes plans, recommends books for purchase and acts as a liaison

Ed. Note: Work with youth has seldom been undertaken in a public library in the manner described by Miss Watts herewith. With no room for a special collection and little in the way of funds, guidance in selection and use has assumed a new importance—superseding the idea that a special collection is basic and pre-requisite to an active youth program.

between the Coordinator and the department. The Young People's Committee member is the person in each department to whom high school students are referred. There is also in each department, under a stunning "Young Moderns" poster, a shelf of carefully selected books. Here also are lists and other pertinent information. Each of the branch libraries has a Young Moderns section, the size and arrangement of which depends upon the branch. Incidentally, this appellation was decided upon by a vote of Youth Council members who, as a body, were violently opposed to the term "teenager."

Another important part of the work is done at the regularly scheduled book meetings, part of which are devoted to work with young people. This meeting is attended by a librarian from each of the high schools. Brief reviews of recommended books are given; cooperative lists are planned and completed; mutual problems are discussed. We feel that through these meetings a greater awareness of the close relationship between school and public library is developed. We feel that this positive cooperation is essential to a successful program of work with young people in the public library.

One of our most interesting experiments and the one which we feel may have the greatest long range value, is the establishment of a Library Youth Council. To accomplish this, complete cooperation from the schools was necessary. The fact that cooperation between the schools and the Boys and Girls Department has been outstanding in Long Beach for many years made its continuation on the secondary level much simpler than it might otherwise have been. The Board of Education, school administrators, school librarians and teachers have all helped. There is a chapter of the Long Beach Library Youth Council, under the co-sponsorship of school and public library, in each of the high schools. Meetings are held at each school once a month. Each chapter has its own elected officers and works out its own plan of procedure. The basic idea in back of a council is, of course, to stimulate youth participation in library activities, thus giving them that precious sense of belonging.

This is the way we do it. The Council plans programs for its own age group which are presented once a month in a branch library auditorium. This is one way to begin to build a bridge from the school to the public library. Members of the Council are assigned to a branch library committee. This committee works very closely with the branch librarian who is almost invariably very cooperative and interested in stimulating interest and use by this group. The committee plans displays and arranges exhibits for the Young Moderns section; helps to select books for the collection, which is fluid; is given new books to read with the understanding that a written review is the price paid for the privilege. One branch librarian is beginning to organize her committee into a book review group. Members of the Council preview films at the Main Library. Since many of the programs are built around films this particular function is quite important. Our Film Librarian has rendered invaluable advice and assistance.

Reviews of books submitted on mimeographed forms provided for the purpose have been incorporated into a pamphlet called *In Our Opinion* with a cover designed by a member of the Council. Through a series of meetings which were continued each week during the summer, a complete program was planned for the school year. Films, panel discussions, and speakers all will be used. There is a wide range of subject matter included in this *Let's Talk It Over* program series. It will doubtless be said, since the subjects are all serious, that the program must be the result of the thinking of a group of superior students. This is not entirely true. We actually have a few non-readers on the Council and we have many just average students. It's a source of endless fascination to me that the opportunity to discuss with their contemporaries some of the major problems of the day is so intriguing to them. Part of the magic lies, no doubt, in the fact that it is an out-of-school, non-compulsory activity. In any event a truly democratic process must include the developing of ability where it exists, not just the cultivating of mediocrity. Incidentally, two weeks before each program a book mark

is distributed having on one side the names of the participants and on the other a short list of books on the subject to be discussed.

We hope, as our Council members graduate from high school, to retain them as interested library patrons by using them as a nucleus for a Young Adult discussion group.

Since the high school period is recognized as the last golden opportunity to reach vast numbers of potential library users, we plan a heavy schedule of reviewing for students. Last spring, using the books from our joint school and public library list, "Adventure Unlimited," reviews were given for almost all of the 11th and 12th grades and the list received city-wide distribution. This year, we hope, in addition, to contact all of the 9th grades. Special reviews and talks are given in the schools throughout the year on such varied subjects as poetry, reading, drama and science fiction.

To measure a service of this sort is, of course, practically impossible. No results can be immediately evident. We did, however, survey the high schools to find out how many students now have library cards. With that figure as a basis of comparison, we can conduct a similar survey in two years and be able to glean a statistic of sorts.

The recommendation of the Standards Committee should give tremendous impetus in California to work with young people as a highly specialized service. There will doubtless develop some sort of organization of young people's librarians within the structure of the California Library Association. But with all this possible future development there may be a danger that we will come to think of work with young people as an end in itself. Unless we continually bear in mind the fact that our function is to devise ways to increase the number of adults using the library by making possible a smooth transition, I think we will be doomed to ultimate failure. Conducting ourselves as though we are members of the recreation department will not, it seems to me, accomplish our eventual goal.

Paul Lazarsfeld in his introduction to

The Effects of Mass Media, by Joseph T. Klapper wrote: "What it [adult education] hopes is that people who like to read books and who like to listen to discussions will handle the major problems of our time in a less barbarous way than they would if they were living in a less civilized environment." That hope is also inherent in any program of work with young people.

The experiments we have tried and the techniques we have found successful in Long Beach may not be applicable in any other situation. There may be many better ways to proceed. We're interested in experimenting with ideas. We're interested in knowing what other libraries are doing to satisfy the needs of young people. We are all aware of the fact that the high school period is the last chance the library has to reach a large, heterogeneous group. We all recognize this period as an opportunity to encourage an awareness of the contribution books and a free library make to the leading of a full adult life. How best to make use of the opportunity is the question. Surely, the time to begin is now.

TRAINING OF SCHOOL LIBRARIANS

The Department of Librarianship at San Jose State College will offer six courses of special interest to school librarians, from June 28 to August 6.

Miss Geraldine Ferring of the Bureau of Texts and Libraries, San Francisco, California, will teach courses in School Library Administration, Book Selection for School Libraries, and the Library and School Relationships. Members of the regular librarianship faculty will offer courses in Elementary Cataloging, Elementary Reference, and History of Books and Libraries.

Summer Session courses are so arranged that students may complete the work for the librarianship credential in four consecutive summer sessions.

For further details write to Miss Dora Smith, Head, Department of Librarianship.

Conclusions and Recommendations from The California Library Education Survey

BY ROBERT D. LEIGH

CONCLUSIONS

THE SURVEY findings lead to the following conclusions with regard to the assumptions underlying the suggestions of the Survey:

- 1) that a scarcity of librarians for professional positions actually exists in the state and is of a size to call for an extension of training facilities;
- 2) that the growth of population in California will entail a growth of library service, but not so much an increase in professional library personnel as a reclassification of duties in libraries so as to substitute non-professional staff members for work now done by persons in "professional" positions;
- 3) that the lack of an excess of qualified applicants for entrance to the California library schools despite the excess of positions open to library school graduates indicates that the increase of the supply of library school graduates through larger library school enrollments is neither automatic nor sure;
- 4) that the expansion of the facilities of instruction at the existing library schools is fully adequate for any probable increases in library school enrollments in the fore-

seeable future. Such an expansion would be more economical and more effective educationally than adding a fourth school to the present under-used educational facilities for professional librarians in California.

On the basis of these conclusions I have the following recommendations to make with regard to the major question assigned me as well as with regard to other aspects of library education in California which were a by-product of the inquiries conducted into various aspects of librarian training in the state:

RECOMMENDATIONS

1. That the addition of a third graduate library school at UCLA is unnecessary to accommodate present or prospective library school students in California, would be financially imprudent, and educationally unsound. The two existing graduate library schools are excellently located in the state's two major focal points of population and are fully capable, with modest additions to their staffs, budgets, and physical facilities, of accommodating any increase of student enrollments now in prospect. A third school would, almost surely, reduce the enrollment at the other two and would probably remain too small for maximum effectiveness as a center of graduate instruction and research in the library field. The recruiting of a third faculty with the required academic background combined with professional experience would be very difficult. It would be a risky and extravagant venture in the present circumstances.

2. That the present effort should be directed rather to the full development of the two existing graduate library schools so that they will have the resources, staffs, and programs to make instruction easily

Ed. Note: Because library education facilities in this state have become an increasingly controversial issue, Dr. Robert D. Leigh's "California Library Education Survey" is especially timely. As the outstanding authority on library matters, Dr. Leigh's recommendations and conclusions are of extreme importance to us all. However every librarian should read the entire study, available through the office of Dr. Robert G. Sproul, University of California at Berkeley. Dr. Leigh conducted the study at Dr. Sproul's request. The study, with the conclusions and recommendations printed herewith, was completed in 1952. Although the picture has changed somewhat in the past few months, nevertheless, the study has real validity and use for us in giving consideration to this problem.

available at the lowest cost possible to potential students, and to serve fully the varied needs of the libraries of the state for professional personnel, and for other expert help in dealing with library problems and processes.

Such a development includes the following elements:

A. *A change in the degree structure at Berkeley to provide for award of the MLS as the basic library degree.* Almost alone among the accredited graduate library schools of the country Berkeley still awards the professional Bachelor's degree for the year of basic professional training on the graduate level. Practically all the other graduate library schools have extended or are planning to extend the period of instruction for an academic quarter, a summer session or two summer sessions, beyond the regular academic year, have revised their curricula to make full use of the additional time for work of a more purely graduate-professional character, and give the MLS rather than the BLS for successful completion of the year's work. The library school at USC has revised its degree structure along these lines and the accrediting agency of the American Library Association has revised its accreditation to standardize the new degree structure. The library school at Berkeley is thus placed at some disadvantage in competition with other library schools for students and in the salary and classification status of its graduates.

Incidental to the recent change in the degree structure at the USC Library School there are suggestions from its graduates in the field that the School set up a program by which holders of its former BLS degree might take additional courses in the subject matters of an advanced nature included in the MLS program and, if successful, receive the new degree. Such a program would do little to increase the flow of new professional recruits to the libraries, but might furnish an incentive for desirable refresher training to the librarians now in service. It deserves serious consideration at USC, and at Berkeley when or if it goes over to the one-year MLS.

B. *The addition of summer session in-*

struction at Berkeley in the regular subjects of the basic curriculum taught by regular faculty members and such other courses as meet special demands of important groups of librarians now in service; the addition both at Berkeley and USC of late afternoon and evening classes in every way on a par with the work offered full-time students earlier in the day.

The addition of summer session courses in librarianship at Berkeley is closely tied to the change in degree structure recommended above, as work for the MLS almost inevitably extends into one or more summer sessions in addition to the academic year. To introduce opportunities for persons working in libraries to enroll part-time for the professional library degree through late afternoon and evening classes should result in the substantial increase of the number of California library school graduates each year. It has done so in other library schools located in metropolitan areas. Conversely, such a program, to be economical, itself depends upon increase of enrollment, as it means offering most courses in two sections rather than one.

The suggestion of regular work for the professional library degree, and for special types of subject matter, in summer sessions and in the late afternoon and evening was the one most frequently made by the librarians of the state in their personal comments for the Survey.

C. *Careful scrutiny and testing of the present criteria of selection for admission to the two graduate library schools, to assure that they all are serving as effective screening devices to attract and to admit those with the intellectual qualities, special skills, subject matters, and personality traits, most needed in professional library work.* The personal comments of the librarians throughout the state indicated a general concern with this problem. Only careful, quantitative study can reveal whether the present admission requirements are serving the purpose intended.

D. *Provision of fellowships for part-subsistence at Berkeley and for tuition and part-subsistence at the USC Library School to enable students of excellent*

quality who cannot otherwise afford the post-graduate year to obtain a full professional training in librarianship. The studies of student cost carried on by the Survey revealed that room and board are the largest single items of expense for the year of library training, that this item varies only slightly whether the professional student lives at home and commutes to library school or is away from home in residence at the University. The tuition paid by students at the USC School as a non-governmental institution and not at Berkeley or at San Jose, constitutes the main difference in costs between the three schools, a cost that constitutes a real financial handicap to those students who are in a situation where living expenses are less, or part-time job opportunities greater in Los Angeles than in Berkeley. The Survey studies revealed a large range of actual net expenditures among the students at each of the three library schools with a sizeable proportion in each spending much larger amounts than others for every major item except tuition and fees, and with a goodly number reducing the net cost of the year's schooling to very small amounts by part-time earnings, mainly in libraries. These facts concerning the actual budgets of library school students suggest the appropriateness of professional fellowships in amounts which can be spread to considerably more students than the one, two, or three now receiving them, and especially of a substantial number of full tuition fellowships for library school students at USC. Probably no expenditure of funds would yield better results in increasing the total number of qualified students in the state's library schools than fellowships for the minority of students who need such aid, especially if the libraries of the state are enlisted in the task of seeking out and recommending candidates for the fellowships.

3. That if the University of Southern California does not feel that it can afford to expand and develop the library school now under its auspices to make it more equal to the task of fully serving the libraries of the Southern region and the State, it consider the transfer of the School back to the auspices of a tax supported

institution. The School was formerly supported by the Los Angeles Public Library. When it became too heavy a burden on the municipal budget it was transferred to USC. It would seem most appropriate to move it a second time if private endowments, gifts, and tuitions are becoming inadequate to maintain it as a major library school in the modern meaning of the term. There is little doubt that if the University of California should undertake the further development of the School, in its Los Angeles center, there would be opportunities for broader services to the library profession of the state, with the greater financial resources available in the state university than are possible in an institution depending as USC does on tuitions, gifts, and endowment income.

4. That in order to promote the full development of the existing library school maintained by the University of California a standing advisory council to the School representing the library leadership of the state be constituted. Because of the considerable body of criticism directed at the Berkeley school's curriculum and methods from professional librarians throughout the state, there is evident need of continuous two-way communication between the officers of the School and the librarians in service. It is especially important because of the large amount of criticism of the curriculum and methods of the library schools made by the special librarians, county and regional librarians and children's and school librarians of the state that they be fully represented on the council, as well as the University, College, and municipal library leaders.

5. That the Department of Librarianship at San Jose State College be further developed as the center of training for school librarians on the undergraduate level; and that the State Department of Education modify its regulations for authorizing such centers in line with the recent action of the American Library Association turning over national accreditation of training institutions for school librarianship on the undergraduate level to the American Association of College Teachers of Education.

Under the new national standards for

such training centers the San Jose Department of Librarianship, and perhaps one or more other state and private colleges and university departments of education in different parts of the state can be fully accredited for the education of school librarians. At the same time it is important to maintain, at the two graduate library schools of the state, professional education on the graduate level in school and children's librarianship for librarians desiring the more complete training required for supervisory and other posts in larger cities and junior colleges. It is important, also, that the graduate library school requirements for admission and the school's courses be articulated with the undergraduate professional training as given at San Jose so as to avoid repetition of work done at the undergraduate level. The five full year program leading to the MLS such as is now in operation at the USC Library School makes this articulation feasible.

Most important, however, for the training of school librarians in California is the careful consideration by the state education authorities in conference with the school librarians association, the California Library Association, the State Library, and library school officials, of the effect of present laws, regulations, policies, and administration on the recruiting and employment of professionally trained librarians in the secondary and elementary schools of the state, and the most strategic means of promoting the development of adequate school libraries.

6. That in consideration of the large numbers of librarians in the state revealed by the Survey to be holding positions classified as professional but who have had little or no professional training, and the much larger and growing number of those now holding non-professional jobs in libraries that require some instruction in library techniques and processes, attention be given by the State Library, the California Library Association, the library schools and the Extension Division of the University to the best means of providing intensive in-service or pre-service training in library techniques available to those who need it. Such training is now pro-

vided in some of the larger libraries by the libraries themselves. This is impossible in smaller library units where it is most essential.

No one of the six recommendations, nor any combination of several of them, will by themselves solve the problems of the education of librarians in California. It is my conviction, based on the evidence I have been able to gather from all the sources available to the Survey, however, that they mark out the alternative and multiple lines of development most likely to solve those problems. Each of the recommendations, for its success, requires continuous interest and positive, sustained, generous action on the part of the University authorities, the library schools, and the librarians of the state. It is hoped that discussion of the report will yield an increase of general understanding, especially on the part of students and student advisers at all levels of education, with respect to the variety, the interest, and the developing opportunities in the library profession; this, of itself, will be a step toward solving the central problem in the current situation, that of recruitment.

DEWEY DECIMAL DRAGNET

The library patron turned in five call slips to the desk assistant. The desk assistant turned the request for books over to the stack attendant. His job, find them. He picked up an arithmetic on a five-ten; an American history on a nine-seventy-three; David Copperfield on an eight-twenty-three; a Bible on a two-twenty; and a Rousseau on a nine-twenty-one. He charged them out to the patron and asked, "Are you going to read all these books over the weekend?" The reader replied "No! All I want is the facts."—University of Washington "Library Information."

The MacMillan Company of London has published *Those Were the Days* by Osbert Sitwell. A warning at the beginning of the book explains that "All characters in this book are the invention and property of the author. Any person attempting to force an entrance by recognising himself will be sued for trespass." —University of Washington "Library Information."

TELLING THE LIBRARY STORY

BY HOWARD SAMUELSON

ONE OF THE first steps to take in a library public relations program is to find out what the people in your community think of you and what they want of you.

To find out what your customers—those who use your books and services—really feel about the library, you need to make a survey. However, the study doesn't have to be an expensive canvass conducted by a paid outside organization. A two-page questionnaire (see question sheet below) circulated by the staff over a month's time will give you a reasonably accurate picture of your public's feelings and thoughts about you and your library.

Here's a step by step plan for conducting a library survey:

(1) Prepare a brief questionnaire that will bring out the weaknesses as well as the merits of the library.

(2) Pre-test the question sheet on a small number of individuals to be sure it is workable. Revise the questions in the light of your findings.

(3) Get at least 500 to 1,000 patrons to fill out the final questionnaires. Mailing of questionnaires to homes generally proves impractical, since as a rule only a small percentage are returned.

(4) Tabulate the results.

(5) Critically evaluate and interpret these findings.

(6) Publicize the results. See to it that the library board, city officials, and other key citizens are given copies of your report. Get the newspaper to publish a summary of the survey.

(7) Determine a course of action. Once you know the candid opinions of your publics, you have much of the material to frame a long-range program. From the findings, develop a set of workable li-

brary objectives and a sound program of future planned growth.

(8) Be sure to act on the suggestions and criticisms given by library patrons. Remove unnecessary irritants. Increase or improve services which are wanted, and streamline work procedures in the interests of greater efficiency. The survey can be of no practical value unless the constructive suggestions of patrons are translated into action.

* * *

BOOK LIST . . . "If you want to get the most from your publicity dollar, spend your time and your funds publicizing books that have real and practical value to people." That was the idea of the Library Public Relations Council of the San Joaquin Valley recently when it compiled and cooperatively financed a book list on "ABC's for Mothers-to-Be." The attractively printed two-color folder contains 37 books and pamphlets on pregnancy and infant care. The list has the approval of the Maternal and Child Health Bureau of the California Department of Public Health. It is being distributed in each of the valley communities through health departments, Red Cross, and the offices of physicians . . . Now, through sponsorship of the C.L.A. Public Relations Committee, the list is being made available at cost to other public and county libraries throughout the state. Copies sell for 1½ cents each. Press releases, radio spot announcements, and other publicity material for publicizing the list will be supplied without cost by the Public Relations Committee. If your library has not received samples of the book list and an explanatory letter, write to the author of this column for additional information.

* * *

IDEAS FOR LIBRARY NEWS . . . Sarah L. Wallace, Administrative Assistant and Publicity Director of the Minneapolis Public Library, divides library publicity into 11 major categories: reading

Ed. Note: In response to many requests, the California Librarian has inaugurated this clearinghouse for library publicity and public relations ideas. Especially wanted are new ways for promoting the library and its services. Communication should be addressed to the editor of this column, Mr. Howard Samuelson, City Librarian, Salinas Public Library, Salinas, California.

trends, programs and exhibits, staff and trustees, services, collections, anniversaries, milestones (the millionth book added, etc.), comparisons (based on figures issued by state or federal agencies), statistics, publications issued by the library, and human interest stories. Mrs. Wallace is the author of "Promotion Ideas for Public Libraries," recently published by the American Library Association.

* * *

INDIANA LIBRARY WEEK . . . The September 1953 issue of "Library Occurrent" has an article describing the Gary (Ind.) Public Library's observance of Indiana Library Week. The program, conducted last April, included displays in downtown and suburban areas, publicity through newspaper and radio, an author luncheon featuring Mary Jane Ward as guest speaker, and a radio book review program put on by staff members. Said Assistant Librarian Stillman K. Taylor: "Indiana Library Week gives focus to library activities and makes the community more aware of the library's role in the lives of its citizens."

* * *

Below is a questionnaire used recently by the Salinas Public Library to determine the opinion of the community regarding the library.

The City of Salinas recently appointed a new City Librarian. The Library Board and the Librarian are anxious to improve service to the public. Will you take a few minutes to answer a number of questions about your visits to the Library. (No need to sign your name unless you wish)

- (1) How often did you use the Library last year?
 - (a) Once a week or oftener —
 - (b) Once a month or oftener —
 - (c) Less than once a month —
 - (d) About once or twice a year —
- (2) What do you usually use the Library for?
 - (a) Borrow books for home reading —
 - (b) Recreational reading in the library —
 - (c) School assignments —
 - (d) Reference work —
 - (e) Others —
- (3) Do you usually find what you want?
Yes — No — Partly —
If you do not find what you want, is it because:
The Library does not own the book —
The book is out —
The books you find are inadequate —
The assistant can not answer your question —
Others —

- (4) Do you usually get courteous and efficient service from the library assistants?
Yes — No — Partly —
Explain _____
- (5) What is your frank opinion of the:
Books _____
Staff _____
Building _____
- (6) What would you say is the general opinion of the community about the library?
Comment _____
- (7) What do you think is one of the main reasons that YOU don't use the Library more than you do?
Comment _____
- (8) If you were in charge of the Library, what changes would you make?
Explain _____
- (9) Do you know of any Library rules that are unfair or inconvenient?
Explain _____
- (10) Can you name any helpful services or features you have found in other libraries you have used that are not found in the Salinas Public Library?
Comment _____
- (11) Do you feel the Library and its services are sufficiently well known to the public?
Yes — No —
(If no) What would you suggest _____
- (12) Have you ever heard over the radio, seen on television, or read in the newspapers anything about the Salinas Public Library?
Yes — No —
(If yes) Where did you see the last piece of publicity about the Library —
Will you please indicate with what subject it dealt? _____
- (13) Besides lending books, do you know of the many other services offered by the Library?
Yes — No —
(If yes) Can you name some of them?

- (14) Did you know that you can get information from the Library by telephoning?
Yes — No —
- (15) May we have your occupation _____
Male — Female —
- (16) Do you have any further comments?

Trudie Hunt comes up with this one: I had explained a bit to a 4th grade class where the books were located. Afterwards a small boy came up and wanted to know where the Injun books were. I took him to the x970.1's, but that wasn't what he wanted. "No," he said, "I want trained Injuns." It took a little figuring, but we finally got over into the right section among the engines and the trains.

—Pasadena "Grapevine."

As I See It

ONE OF the most unprofessional attitudes I have heard expressed in recent months was that smugly revealed by a fellow librarian. She responded to an invitation to join CLA by piously stating that she was represented by her library's "institutional membership." Because of this, she, of course, did not feel she could go far in pressing members of her staff to join.

Just how widespread this mal-use of "institutional membership" really is can not readily be determined. If I am speaking of only one or two isolated cases—then please forgive me.

Nevertheless, I would like to point out that anyone engaged in such a circumvention is denying CLA, or any other professional group, the very support it must have to be effective. If all librarians took the same attitude, CLA's membership would be reduced to a mere list of libraries completely devoid of the power to work for the good of the profession.

For a clearer perspective, project what would happen to any professional group under similar circumstances—the California Teachers Association, for example. If every teacher chose to hide behind an institutional membership held in the name of his school CTA would automatically cease representing teachers in this state. It would be an organization devoid of real power. The benefits it has been able to win for its membership through the virtually 100% participation of teachers would be lost.

It follows conversely, that if every librarian in this state gave to CLA the same support in the form of individual memberships, CLA could be as formidable in our field as CTA is in the field of education. If CLA is to attain the goals outlined by President Ed Castagna in his message in this issue of CL, a vastly expanded membership is necessary. There is certainly no room for any librarian to shield herself through an institutional membership.

Institutional memberships are offered by CLA to enable libraries to give CLA added financial support. This is their rightful purpose. To use them as a device to avoid payment of individual membership dues is a dishonest act that weakens the organization to the point of rendering it impotent. In this period of our annual membership drive we must all support CLA through the acceptance of our full obligations as individual members.

It is, in fact, a great year to be a member of CLA. Everywhere librarians are commenting on the new life which seems to be coursing through the profession.

If there is a single reason I would say it is the inspired leadership CLA is experiencing in district and state offices alike. Of equal importance is the fact that CLA is working on a long range plan that reaches every

library and every librarian. It includes library standards, library development, professional education and personnel practices.

Beginning at the grass roots in CLA committee work and proceeding upward through the districts, this year's work will be climaxed by a tremendous convention at Long Beach in October. In fact, as you will recognize when the program is announced, the problem will be to find enough librarians staying at home to keep the libraries open! Watch for the preliminary plans in the June issue of CL. Meanwhile put a big circle around October 13-17. That's your date with CLA at Long Beach.

Now let's all get busy and provide CLA with the largest active list of members in its history . . . and plan now to attend your own district meeting—it will be well worth your while.

Raymond M. Holt



Shown above is Long Beach, CLA's 1954 Convention City, October 13 through 17. Watch for the Tentative Convention Program in the June number of CL.

SOUND IN THE LIBRARY

BY WESLEY L. LEWIS and HARRIETT GENUNG

IRONY OF IRONIES! Sound in the library! What has become of the traditional librarian with her SH-SH-sh-sh-h? How has legalized noise moved into the desert stillness of America's libraries?

Recordings are not in themselves new to libraries. A file of recorded books for the blind and possibly a few phonograph records of operas and symphonies could be found a few years ago in obscure corners. But seldom was there equipment on which to play them within the libraries themselves. In fact, some people were shocked to learn of a few pioneering librarians providing noontime recorded concerts to break the monotony of a day's research. Others were amused to find teachers' rooms in colleges and universities providing playback equipment for evaluation purposes.

These origins were slow to gain momentum until the end of World War II, when spontaneously libraries began to redefine their relationships to other informational media. Films and recordings were added to the book collections, and the title of Librarian-Audio-Visual Coordinator became not uncommon in colleges and secondary schools.

This growth may be seen in almost typical profile at Mt. San Antonio College, which is itself a World War II product. Shortly after the college opened in 1946, it became obvious that the purchase and use of recordings and audio equipment had to be coordinated somehow to serve the best interests of the college. Since the librarian was the logical coordinator of such instructional materials as films and motion pictures, the lot of classifying, storing and issuing recordings and handling sound equipment also fell to her.

Ed. Note: A unique development in libraries has been the rapid acceptance of audio visual programs. However, few libraries have embarked upon such an ambitious audio program as Mt. San Antonio College. Its success indicates what can be done if libraries face up to the challenge of the new medium.



Mr. Wesley L. Lewis, Audio visual expert at Mt. San Antonio College, demonstrates a tape recorder used as a regular teaching instrument in the college's communication center's program.

To be specific, the young music department and the developing radio section of the college had both been purchasing musical recordings, in some cases duplicating one another, and finding the burdens of managing their own collections awkward.

Records of speech, foreign languages and shorthand, as well as film script transcriptions, found their way onto the campus. At the same time the desire to incorporate audio devices in the college language department became known.

However, it was not until after two years of this hazy operation that the planning stage for the new permanent library building seemed to offer a possible solution for the efficient housing and operation of an audio program.

When the new library was completed, the faculty was pleased to find a small room equipped with floor-to-ceiling shelves for recordings. Here the total record collection of the departments of the college were brought into a single, coordinated classification.

The collection had arrived, but of equipment there was none. The radio department, anxious to facilitate its own operation, offered to fabricate two playback units to be installed within this small room. This equipment included two turntables, a loud speaker, and six headsets. Later two portable tape recorders were added. This permitted small groups to listen simultaneously to as many as four different programs.

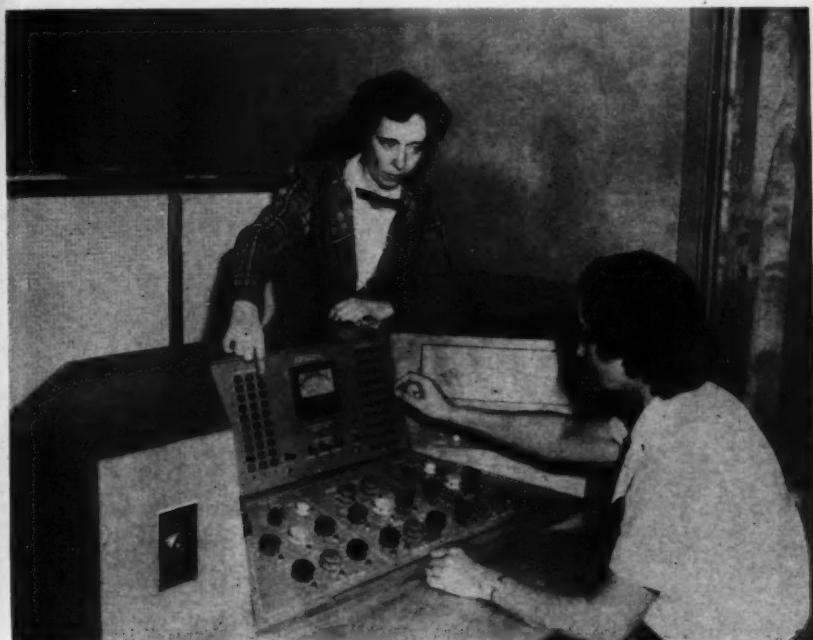
Immediately this equipment went into continuous operation to serve the purposes of the English, radio, foreign language and music departments, as well as the occasional needs of other fields such as psychology and speech, not to mention the

general library demand for recreational listening.

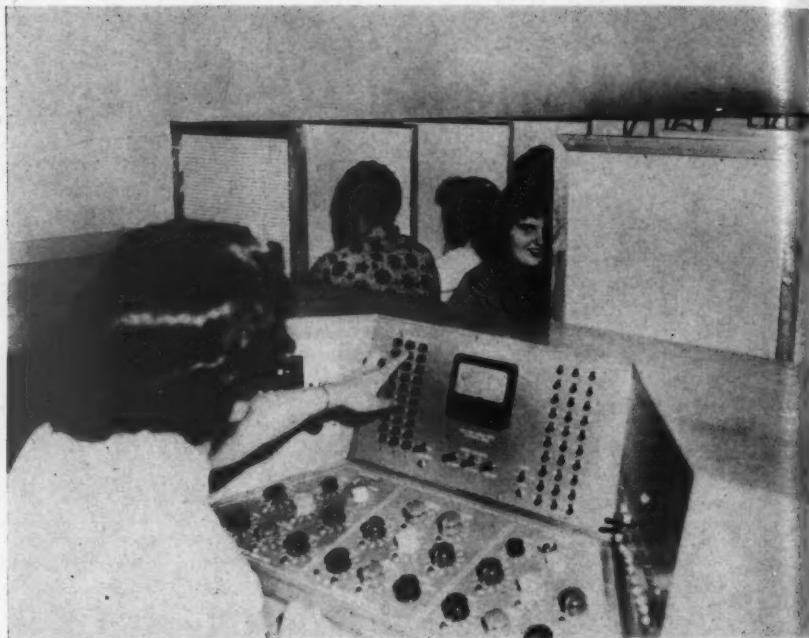
When the foreign language department decided to incorporate into the regular class work a weekly listening session, it was obvious that our room was all too small. Thirty people an hour cannot be accommodated in a space 10x12 feet.

The desperate librarian sought expansion territory. "Squatter's rights" were established in the west end of a large classroom located nearby. With courage and insight the radio people and the language department approached the administration for funds to assemble equipment for an experimental unit.

With the meager sum of \$600 the project was begun. A partition was built to divide the large classroom. Thirty headsets were purchased. Two amplifiers, two tape recorders, and two phonographs were installed along with an amazing number of switches, plugs, transformers, resistors, and wires. From these there was built a



Librarian Harriett Genung points out some of the amazingly versatile features of the complicated language laboratory console.



As many as 30 students receive their foreign language instruction over the headsets controlled by the master console in foreground.

control console which could distribute three simultaneous programs to the student headsets.

For the following five years, under the librarian's supervision, the language, English and music departments experimented with a new type of teaching. Such dramatic results were obtained from these experiments that the request for permanent listening rooms with top quality equipment was easily justified. The five years of experimental practice and experience had opened many potentialities not possible on the experimental unit. Unlimited possibilities were envisioned.

By this time plans for a new liberal arts building to house the English and language departments were on the drafting boards. Two listening rooms were included without question. For the first time within our knowledge it was possible to design, to engineer and to fabricate electronic equipment specifically intended to serve a language laboratory.

Eighteen months of planning and figuring resulted in the manufacture of two spectacularly beautiful consoles, the functional purpose of which is to teach by the audio method.

Instead of items such as amplifiers and tape machines from several manufacturers being patched together to equip the listening rooms, as had been done for the electric experimental unit, the new consoles were designed from the ground up, from their power supplies to their triple amplifier systems and their gaily colored knobs.

Here in each one of the functioning units are located tape recording and playback equipment, phonographs, radio, microphones, amplifiers, speakers, and headsets.

With the language laboratory console, the teacher is able to play two programs and record a third simultaneously. He is

(Sound in the Library . . . Page 192)

Don't Look Now, But— OUR CONSTITUTION IS CHANGING

BY JOHN D. HENDERSON

THE REVISED CONSTITUTION which was distributed at the Stockton Conference is reprinted at the end of this article; it covers the fundamentals concerning the governmental structure of the California Library Association. The By-Laws are now under study and will include the rules and procedures necessary for the proper operation of the organization. The aim of this Constitution is to set forth briefly and clearly the general framework of the CLA, leaving details to the By-Laws and matters that can be readily modified. Features of simplicity, economy, democratic operations with a strengthened Executive Board, with provision for some continuity in policy decisions on the Executive Board guided the Committee in preparing the revised Constitution. The draft that is submitted is the result of some study of parliamentary manuals and the A.L.A. Constitution where applicable.

The Constitution should reflect the function and the needs of the CLA and serve as an instrument that will further its professional objectives. The changes proposed are discussed below, and comments and suggestions from the membership will be welcomed by the Committee.

Reviewing the revisions item by item, Article III *MEMBERSHIP* Section 1 allows *any member of a library's governing or advisory board, and any Library School student in California* to become a member. This is to interest trustees and students in the CLA and to bring them into active participation in the organization. Under

Section 2 the word "member" is added to clarify and strengthen the statement concerning the voting privileges of governing boards of libraries that are members of the organization.

In Article IV *ORGANIZATION* Section 3 the latter part of the Section and all of Section 4 is deleted because this is a contingency that can be taken care of in the event that ALA regionalizes. It seems to the Committee that the matter can appropriately be covered when the time comes.

Article V *MANAGEMENT*—the revisions provide for greater continuity in the policy-making authority of the CLA, that is, the Executive Board. The Executive Secretary is made an officer of the Association and will be responsible to the Executive Board, chosen by the Executive Board, and shall hold office at its pleasure; the Executive Secretary's position should be one of strength and authority and it belongs with the officers. In Section 2, (a) *the* is added to the first sentence to more definitely specify District Presidents and *the section chairmen* is added to give broader representation on the Board. "Bulletin" was deleted and the term "*official periodical*" used instead since the publication may change title in the future. (c) Deletion of "serve in an advisory capacity to the President and the Association" was taken out because it does not suggest any policy or management responsibilities on the part of the Executive Board; in its place the reading is *administer the affairs of the Association; it shall have the right to review the actions of officers and committees of the Association*. This statement places more responsibility on the Executive Board and puts it in a position of strong leadership as far as the affairs of the Association are concerned. (d) Vacancies. Provides for filling offices and takes care of problems that have arisen in the districts when it was necessary to fill the

Ed. Note: CLA's most important document is now undergoing careful scrutiny to enable your state organization to operate more effectively. Your careful reading of this article, which attempts to outline some of the changes being made, will prepare you for the discussion and voting that will occur this fall. John Henderson, Chairman of the Revision Committee, brings to the task his years of experience and keen interest in constitutional matters.

office of First Vice-President, President-Elect who, owing to a vacancy in the office of President, took over the higher office. Since the President-Elect is an elective position it should not be filled by appointment and provision should be made for this vacancy to be filled through an election. The President, item (e), should have power to call meetings of the Executive Board and the majority of voting members should also have the power. Quorum is defined in item (f), and item (g) definitely authorizes voting by correspondence. Sections 3 and 4 were omitted. The Advisory Committee, it is felt, is not needed; the President has the power to consult any members of his Board or any group when he feels he is in need of advice, and this is an unnecessary provision in the Constitution, so it seems to the Committee, as a matter of actual practice. The filling of vacancies is covered in item (d) of this Article, hence Section 4 is omitted.

In Article VI *Committees and Appointments*, Section 1, "Library Development" committee was added as a standing committee. It is believed that it is not necessary to have many standing committees; suggestions were offered for several and the work of the Association will be done by either standing or special committees depending on what needs the Association's attention. Library Development does seem to be a matter of long range and was included. The final sentence in Section 1 is omitted because the policy questions that CLA is concerned with are not so closely and evenly balanced as to require the vote of the President on committee decisions.

Section 3 *Parliamentarian* is new, specifying that the President shall appoint a qualified member of the Association as parliamentarian. This is an important appointment and there should always be a parliamentarian to advise the President on matters of procedure. Section 4 *Editor*; the official periodical is edited by an appointee of the Executive Board and he should be responsible to the Board. As in the case of the Executive Secretary the office should be held at the pleasure of the Executive Board.

Article VII *NOMINATION AND ELECTION OF OFFICERS* Section 2,

excepts the Executive Secretary and the Editor under the provision for terms of office since these two officers hold their appointments at the pleasure of the Executive Board. The Treasurer is an elective officer and the term is set for four years in the interests of continuity of policy and this places a very real responsibility on this office.

The meetings of the Association, Article VIII, will be covered in the By-Laws.

Article IX *AMENDMENTS* provides for the amending of the By-Laws and the Constitution. It should be a comparatively simple matter to amend the By-Laws; the Constitution requires a more formal approach. The revised version is brief and it is drawn up along rather general lines in the hope that it will not be necessary to amend it frequently.

The Committee is now working on the By-Laws and will have a draft ready for the Executive Board to study in advance of the October conference when the Constitution and By-Laws will be submitted to the membership for adoption.

The By-Laws admittedly are much more difficult to amend and entail policy issues that will require careful deliberation by all members of the Association. The matter of dues will have to be considered and the Revision Committee now has a new scale under advisement. The question of district organization will be reviewed and provision made for setting up new districts and revising the boundaries of old ones. The election of district officers will be considered. Other matters that will receive the attention of the Revision Committee concern the district elections, the state elections, and the organization of the districts. In reviewing the By-Laws the Committee will have in mind the same guiding principles that were followed in setting up the Constitution; it will strive to present a briefer and more simple set of By-Laws with rules and procedures that will, in the Committee's judgment, not impair the efficiency or the democratic administration of the affairs of the Association. An article on the By-Laws may be submitted for publication in advance of the October conference at Long Beach.

* * *

*[Words in brackets to be deleted], *those in italics to be inserted.*

CONSTITUTION OF THE CALIFORNIA LIBRARY ASSOCIATION

Adopted April 20, 1940. Amended October 1944 and October 1948

ARTICLE I — NAME

The name of this Association shall be the California Library Association.

ARTICLE II — OBJECT

The object of the California Library Association shall be to promote library service and librarianship.

ARTICLE III — MEMBERSHIP

Section 1. Types of Membership.

a. Active Members. Any person residing in California who is at present or was previously engaged in library work, *any member of a library's governing or advisory board, any library school student in California,** or any library in California, may become an active member of this Association and be entitled to all its privileges upon payment of the initiation fee and dues as provided in the By-Laws.

b. Affiliate Members. Any person residing out of the state who is at present or was previously engaged in library work may become an affiliate member upon payment of the initiation fee and dues as provided in the By-Laws.

c. Associate Members. Upon payment of [initiation fee and] dues as provided in the By-Laws: 1) Any person, other than a librarian, who is interested in library work, may become an associate member. 2) Any library association or other organization, other than a library, may become an associate member.

d. Life Members. Any person eligible for active membership may become a life member upon payment of [fees] dues as provided in the By-Laws.

e. Honorary Members. Upon recommendation of the Executive Board, persons who have rendered important service to library interests or to the cause of education in general may be elected to honorary membership.

[f. Ex-Officio Members. A library's membership in this Association shall entitle the members of its governing board to be ex-officio members.]

Section 2. Voting Privilege. Each active and life member of the Association in good standing shall be entitled to voting privileges. Governing boards of *member* libraries, through a delegated representative, may have one vote in all questions which come before the Association.

ARTICLE IV — ORGANIZATION

Section 1. Districts. To facilitate the work of the Association the State shall be divided into districts, as provided in the By-Laws, the number of districts to be conditioned by the growth of libraries throughout the State.

Section 2. Sections. To stimulate the interest of special groups, sections of this Association may be created from time to time, with the approval of the Executive Board in accordance with the provisions in the By-Laws.

Section 3. *American Library Association* Membership. To widen its contacts, this Association may affiliate with ALA as a sustaining member thereof and shall annually elect, as provided in the CLA By-Laws and in accordance with the Constitution and By-Laws of the ALA, a delegate or delegates. [In the event that the ALA reorganizes on a regional basis, this Association may join this regional organization in accordance with the provisions of Section 4 of this article.]

[Section 4. Regional Association. Upon recommendation of the Executive Board and two-thirds vote of the entire membership this association may join as a chapter with library associations in neighboring states to form a regional association or may join as a chapter with any such existing regional association.]

ARTICLE V — MANAGEMENT

Section 1. Officers. The officers of this Association shall be a President, a Vice-President, who shall be President-Elect, a Second Vice-President, *an Executive Secretary,* and a Treasurer. These officers, *except the Executive Secretary,* shall be elected or appointed as provided in the By-Laws; they shall perform the duties usually pertaining to their offices and any other duties [mentioned] specified in the By-Laws. *The Executive Secretary shall be chosen by the Executive Board and shall hold office at its pleasure.*

Section 2. (a) Executive Board Members. There shall be a general Executive Board consisting of the officers named in Section 1 of this Article, the retiring President, and *the District Presidents, and the section chairmen.* (b) The Executive Secretary and the Editor of the [bulletin] official periodical shall serve as non-voting ex-officio members of this Board. (c) This Board shall [serve in

an advisory capacity to the President and the Association] administer the affairs of the Association; it shall have the right to review the action of officers and committees of the Association, and it shall be empowered to authorize expenditures as [indicated] provided in the By-Laws. (d) Vacancies. The Executive Board shall have power to fill all vacancies in office pro tempore, the person so elected by the Executive Board to serve only until the next annual conference of the Association, except that in case of the death or resignation of the President of the Association or District President, or his inability to serve, the President-Elect or District President-Elect shall become President or District President, to serve until the end of his elected term as President. (e) Meetings of the Executive Board may be called by the President at such times and places as he may designate, and shall be called upon request of a majority of the Board of voting members. (f) Quorum. A majority shall constitute a quorum of the Executive Board. (g) Votes by Correspondence. Approval in writing by a majority of the Board or of any committee shall have the force of a vote, if conducted under the conditions specified in the By-Laws.

[Section 3. Advisory Committee. An Advisory Committee shall consist of the President, First Vice-President, the District President of the District in which the President is located and the Executive Secretary. This Committee shall advise the President on the affairs of the Association. However, matters of general policy and expenditures must be approved by the Executive Board.]

[Section 4. Vacancies. In the case of a vacancy in any office, except that of President, the Executive Board may designate some person to discharge the duties of the office until the next annual meeting.]

ARTICLE VI — COMMITTEES AND APPOINTMENTS

Section 1. Standing Committees. The President shall appoint, unless otherwise provided in the By-Laws, and subject to the approval of the Executive Board, the Chairmen of the following standing committees: Finance, Legislative, Library Development, Library Standards, Membership, Publications, Resolutions, and Nominating. The President shall appoint members to bring the membership of each committee to at least five unless otherwise provided in the By-Laws. The President may fill committee vacancies without Board Approval. [The President shall serve as an ex-officio member of all committees and shall cast a deciding vote whenever required.]

Section 2. Special Committees. The President may appoint other special committees, subject to the approval of the Executive Board.

Section 3. Parliamentarian. The President shall appoint as parliamentarian a qualified member of the Association.

Section 4. Editor. The editor of the official periodical shall be chosen by the Executive Board and shall hold office at its pleasure.

ARTICLE VII — NOMINATION AND ELECTION OF OFFICERS

Section 1. Method. All officers listed in Article V, Section 1, of this Constitution shall be nominated and elected as provided in the By-Laws.

Section 2. Term of Office. All officers and all members of the Executive Board *except the Executive Secretary (Article V, Section 1), Editor (Article VI, Section 4), and the Treasurer who shall be elected for a term of four years,* shall hold office for one year or until their successors are elected (or appointed) and qualified for office. Officers shall assume their duties on January first of a given year. However, incoming officers may make committee appointments and plans for meetings immediately after the annual meeting.

ARTICLE VIII — MEETINGS

Meetings of the Association shall be held as provided in the By-Laws. (Article III, Section 1 and 2.)

ARTICLE IX — AMENDMENTS

Section 1. *By-Laws.* Amendments to By-Laws may be proposed either by initiatory petition of twenty-five active members or by resolution of the Executive Board or by written report of a special committee appointed to report thereon. By-Laws may be amended by two-thirds vote of the active members present and voting at any annual business meeting provided that written notice of such change shall have been mailed to all active members at least fifteen days prior to such meeting. Any By-Law may be suspended by a two-thirds vote of those present at any meeting of the Association.

Section 2. *Constitution.* Amendments to the Constitution may be proposed by initiatory petition of twenty-five active members or by written report of a special committee appointed to report thereon. All such amendments must be approved and submitted by the Executive Board.

This Constitution may be amended by a two-thirds vote of the active members of the Association present and voting at any annual meeting provided notice of the proposed amendment shall have been mailed to all active members at least fifteen days prior to such meeting.

Legally Yours

BY PETER T. CONMY

Waiver of Prospective Benefits. The California State Personnel Board recently asked the Attorney General if an applicant for a civil service position might waive rights to which he might at a later date become entitled, namely, (1) disability retirement, (2) sick leave, (3) workmen's compensation. The Attorney General is of the opinion that such rights cannot be waived in public employment. "A law established for a public reason cannot be contravened by a private agreement." In private employment the waivers would be prohibited by the Labor Code, Section 2804. For public libraries this means that applicants who cannot meet physical and medical requirements for appointment, cannot waive the prospective benefits and then be appointed. For private libraries it means that no physically substandard applicant can waive public rights as a condition precedent to employment. (*Ops. AG. Cal.* No. 53-203.)

Property donated for library sites. New Mexico has a law providing that where property has been donated to the state or to a municipality for a specific purpose, if not used for that purpose after five years shall revert to the donor. This law recently was interpreted by the Supreme Court of New Mexico and it was held not to apply to land given for streets but that it did apply to land donated for parks or libraries. (*City of Carlsbad v Neal*, 56 New Mexico 464; 245 Pacific 2d. 384.) When land is given for library purposes, library administrators should have their legal advisers determine the state law on reversions for non-user even if there is no reversionary clause in the deed.

Determination of population for certification purposes. Washington law provides that every community having a population of 4,000 or more maintaining a public library, must employ a certified librarian. The library board of Ephrata, having in 1940 a population of 3,269, employed a non-certified librarian, but the mayor held up her salary on the grounds that the population actually was more than 4,000. His proof of the larger population was estimated on the count of residents in the school district, a non-contiguous area. The court ordered her salary paid holding that in the absence of an official census the library board alone was the judge of the population of the area served by the library. "The board had the legal right to accept and rely upon the last official census as to the population of Ephrata." (*Vincent v Dungan* 222 Pacific 2d 392 [1950].)

Salary of Civil Service Employee during period of invalid suspension. It is now settled law in California that if a Civil Service employee is suspended from duty and later is found to have been innocent of the charges bringing about his suspension, he is entitled to his back salary during the period he was off. A captain of police in Los Angeles was suspended by order of the Chief. Later he was found to have been suspended wrongfully, and was reinstated. He was off duty from April 12, 1949 to March 18, 1950. He claimed his back salary for the entire period. The City Attorney, however, ruled that as he had not filed a claim within six months of April 13, 1949 (Sec. 363 and 376 of the Charter) he could not recover salary during the first six months period. He applied for relief in the Superior Court, and was granted his back salary to April 13, 1949. This judgment was affirmed by the District Court of Appeal (116 A.C.A. 679) and on August 14, 1953 by the Supreme Court of California (*Lorenson v City of Los Angeles* 14 A. C. 342). This

(Legally Yours . . . Page 196)

Ed. Note: Taking advantage of Dr. Conmy's legal background and interests, CL presents the first in a series of articles to appear from time to time discussing the implications of important legislations, court decisions and legal opinions for librarians.

WHAT'S GOING ON HERE?

BY FREDERICK A. WEMMER

EL CENTRO PUBLIC LIBRARY. On January 1, 1954 **Mrs. Agnes Ferris Bigelow** resigned as Librarian of the El Centro Public Library and slipped quietly out of town to her new home in La Jolla. She had been in the Library since 1912, as Librarian since 1915. Her successor is **Mrs. Romaine Magee**.

GOODMAN PUBLIC LIBRARY in Napa recently installed a new charging desk just inside the main entrance. In the same location is a collection of new books, pocket books, and those books just returned. This innovation in the 52 year old building will save many patrons a climb to the second floor. An intercom system has also been installed to save time and steps between departments.

The Library in December had its most successful Book Fair to date. It was a dinner at the Methodist Church Hall with some 150 people in attendance. **Ralph Moody** was the speaker and **Quail Hawkins** of Sather Gate presented a display of fine current books.

LODI PUBLIC LIBRARY in January began a series of ten sessions on **World Affairs Are Your Affairs**, an adult education project conducted in cooperation with the Lodi Evening High School.

Miss Nellie D. Cooper, children's librarian, left to become assistant librarian at the Lodi Union High School. **Mrs. Margueritte Braucht** was appointed as her successor.

LONG BEACH PUBLIC LIBRARY has succeeded in filling several positions which have stood vacant for some length of time. The new staff members come from all parts of the country. **Miss Geraldine Ferrara**, children's librarian at Alamitos Branch, is from Rome, N.Y.; **Mrs. Jackie Bannon**, children's librarian at East Branch comes from the staff of the Dallas Public Library. Three new librarians assigned to work with adults are **Mrs. Betty S. Paulus** who comes from the Detroit Public Library, **Miss Helen Goring**, from Long Beach and a graduate of the University of California School of Librarianship, and **Mr. Leslie C. Swadling** who recently received his master's degree in Library Science at USC.

SAN MATEO COUNTY FREE LIBRARY —Clara B. Dills, after 48 years of active li-

brary service retired in December, 1953 as County Librarian of the San Mateo County Free Library. Miss Dills attended the Library School of the Los Angeles Public Library and the Pratt Institute, School of Library Science. She began her career in the Los Angeles Public Library, from there she went to Pomona Public Library, was Librarian of Kings County Free Library, Hanford, then on to Solano County Free Library, Fairfield. In 1930 she was appointed County Librarian of the San Mateo County Free Library, and for twenty-three years has guided and directed its growth. Miss Dills inaugurated bookmobile service in San Mateo County in 1953, giving library service to many communities without library facilities. In 1938 Miss Dills was Chairman of the County Library Section of the A.L.A. and served as President of the California Library Association during 1942-43. Hers is a record of outstanding service to library and community and we wish for her many happy years of leisure.

Miss Virginia L. Ross, who succeeds Miss Dills, is the former Assistant County Librarian of the San Mateo County Library. She attended the California School of Librarianship, University of California at Berkeley and was graduated in 1941. The University of California, College of Agriculture at Davis was her first appointment in 1941. In 1942 she went to the United States Naval Training Station at Farragut, Idaho, as a Navy Librarian. 1944 to 1946 was spent as Hospital Librarian at the United States Naval Hospital, Bethesda, Maryland. Miss Ross served as Army Librarian in Seoul, Korea, during 1946 and 1947. After returning to the United States, she joined the staff of the Oakland Public Library in 1948 and remained there until 1950, when she came to the San Mateo County Free Library as Supervising Branch Librarian. In 1952 she was appointed Assistant County Librarian.

WILLOWS PUBLIC LIBRARY began a series of informal Sunday afternoon concerts at the Library on January 24, 1954. The first program was Verdi's *Il Trovatore*, a LP recording reproduced on the Library's new high fidelity phonograph. A short narration of the libretto and a sketch of the composer's works were given prior to the recording.

SAN FRANCISCO BAY AREA. Libraries represented in the Library Executives of Central California, in and about the Bay Area, are cooperatively participating in a radio book review program over KCBS, San Francisco, each Sunday morning at 10 a.m. from February 21 through a period of 13 weeks. KCBS is providing public service time for the program without charge. The programs are prepared and given by Mr. and Mrs. Josiah Bartlett who have had previous experience in this work. The Policy Committee for the program consists of Miss Helen Kearney, Berkeley Public Library, Mr. George Lechich, Burlingame Public Library, Mr. Coit Coolidge, Richmond Public Library, and Dr. Irving Lieberman, School of Librarianship, University of California.

SAN BERNARDINO COUNTY LIBRARY reports a joint radio project in which the following are participating: San Bernardino City Library, San Bernardino County Library, Colton Public Library, Riverside Public Library and the A. K. Smiley Library in Redlands.

A grant from the American Library Association for the purpose of producing a radio series to be listened to by discussion groups. The series, beginning in January, was designed to last nine or ten weeks and to be heard simultaneously over all four San Bernardino radio stations — KFSM, KITO, KCSB, and KRNO. Programs draw on a general American heritage background and include such topics as Architecture, Town and Country Living, Technology and The Hero in Our American Culture. Bibliographies and book displays have been prepared for use in the cooperating libraries.

MADERA COUNTY LIBRARY. After thirty years as County Librarian of Madera County Miss Blanche Galloway retired at the first of this year. Miss Galloway began her library career in the Marshalltown, Iowa, Public Library and then went to Drake University where from 1906-1910 she was Acting Librarian. Following this she was a Branch Librarian in the Queens Borough Public Library. From 1918 to 1921 Miss Galloway was engaged in A.L.A. War Service in the United States and Overseas. On her return she became Head of the School Department of the Kern County Library and from there went as County Librarian to Madera County. Miss Galloway's retirement culminates not only a long but an exceedingly varied career.

Mr. John M. Ward, formerly of the Richmond Public Library has been appointed

as County Librarian to succeed Miss Galloway in Madera.

SAN LUIS OBISPO COUNTY LIBRARY reports an experiment in the mending field. All books still in good condition but with dismal covers are being painted with Kem-Tone. The results are said to be fantastic. You can write for details and advice or just give it a whirl on your own. Sounds intriguing.

POMONA PUBLIC LIBRARY. Trustees of the Pomona Public Library announced late in February the location decided upon for the new central library building. Raymond M. Holt, Librarian, reports that the Board is now interviewing leading architects from all over southern California. The architect will be named early in March. According to present plans, a bond issue to finance the project will be voted upon early in the fall — probably in October.

In recognition of his service to the community, Raymond M. Holt was awarded the Junior Chamber's Distinguished Service Key for 1953, at the organization's annual dinner, January 28.

LOS ANGELES PUBLIC LIBRARY. At the request of the City Administrative Officer, the Library has prepared and submitted a six-year plan of Capital Project and Service Betterment estimates, designed to become part of a city-wide public improvement program for the years 1954/55—1959/60. The Board of Library Commissioners approved the plan as a present policy, subject to change, but not as a permanent commitment or obligation on the part of the Library Board. Population and economic factors, not predictable will doubtless cause modifications in the plan as it now stands.

Los Angeles Public Library in December participated in a cooperative program on children's library service on Cavalcade of Books over KNXT. Fifteen libraries participated with Miss Rosemary Livesy of LAPL, Miss Mildred Phipps of Pasadena, and Miss Helen Fuller of Long Beach planning the program. Miss Albertine Stone, Palms Branch, represented a children's librarian in a typical children's room, and Miss Jane Bradley, Long Beach, read a story.

Mrs. Mary Roy, Librarian at Henry Adams Branch, described the services of the LAPL's Audio-Visual Service over KTHe on January 8 and introduced the showing of a film on children's service "The Impressionable Years."

LOS ANGELES COUNTY LIBRARY. On December 30 the Central staff gave a fare-

well tea honoring Miss Nolte who completed her service as Chief Children's Librarian on December 31. Miss Nolte poured, with the assistance of **Mrs. Helen Wright**. John Anson Ford, Chairman of the County Board of Supervisors, presented Miss Nolte a scroll from the Board expressing appreciation for her years of loyal constructive service to the County and good wishes for the future. He then announced that the handsome new silver tea set which she was using was a gift to her from the staff at Central and the branches. Miss Nolte is now Children's Book Editor of the Melmont Publishers, Inc., of Los Angeles.

Succeeding Miss Nolte as Chief of the Children's Division is **Miss Dorothy Hansen**, Head of Traveling Library Service and Children's Reference Librarian of the Michigan State Library, the date for Miss Hansen's starting on the position will be announced soon. Miss Hansen is a graduate of the University of Minnesota, Division of Library Instruction, and she has had broad experience in children's work in that State and in Wisconsin. Early in her career Miss Hansen was supervisor for the Minnesota statewide (WPA) library project and she has been active in the Michigan Library Association.

The January issue of the **AMERICAN GIRL** has an article by **Eunice Goodchild**, Editorial Librarian at Central, titled "The Road to Success may be Paved with Books," a second title "Through Library Doors." Readers of the **AMERICAN GIRL** will, we hope, find real interest in librarianship as a profession after seeing this well written article.

LASSEN COUNTY LIBRARY'S Great Books Discussion Group is now moving into its third year. A new discussion group has been formed in Susanville as a section of the local women's club and is reading on "The Great West in Fact and Fiction."

HUMBOLDT COUNTY LIBRARY started to move to new quarters in the middle of February. Since the Library burned on June 3, 1953, operations have been carried on in the exceedingly crowded and charred remains of the former building.

The new building is a prefabricated Butler type steel building. With 4,000 square feet it will house approximately 80,000 volumes. Within five years the Board of Supervisors hope to have the new Court House group buildings completed in which the County Library will be housed on a permanent basis.

Total cost of the present building was

\$21,010 at a cost per square foot of \$5.25 excluding asphalt tile and furnishing. Plans are on file at the State Library.

TRINITY COUNTY LIBRARY turned its dark interior into something much pleasanter by a coat of mist green on the walls and a slightly darker green on shelving and woodwork. Increased traffic in the central office would seem to indicate the pulling power of color.

STOCKTON PUBLIC AND SAN JOAQUIN COUNTY LIBRARY. For the past fifteen months the Main Library and the two Stockton branch libraries have not required registration as a prerequisite to borrowing books for home use. Since with the IBM book charging system each book slip is in itself a registration all that has been required is some identification, such as a driver's license, which carries the name, address and signature of the borrower. It has proved successful, and there has been no increase in loss of books. The saving in clerical time and supplies has been considerable. As a result this policy will be followed in all the library system's agencies.

SOLANO COUNTY LIBRARY is participating in a Program Planning Institute which is organized under the sponsorship of the Vallejo Evening College, the Greater Vallejo Recreation District, and the County Library.

SANTA CLARA COUNTY LIBRARY'S bookmobile, making 32 stops on a 6-day schedule is now circulating over 4,000 books per month. A panel truck has recently been acquired for delivery service to branch and school libraries.

In January remodeling at the central office saw the replacement of an ancient wiring system with modern installation. Campbell and Los Altos Branches have also benefited from remodeling.

The Library staff recently journeyed to Mt. Hamilton Branch to meet Rev. Father Bertiau of Belgium who is in this country to microfilm Mt. Hamilton's scientific and technical library in order to replace similar collections in Belgium which were totally destroyed during the war. Father Bertiau won the admiration of the group by his unbounded enthusiasm. He hopes to accomplish this mammoth task in a year's time.

SANTA BARBARA PUBLIC LIBRARY. Friends of the Library gathered a capacity crowd in the Faulkner Gallery on January 7 to hear **John Henderson** and **Don Freedman**. Mr. Henderson spoke of the ways in which the Los Angeles County Library has

been rewarded by the active interest of individuals and community groups. Don Freeman gave an illustrated talk on How a Book is Born which combined his talents for entertainment and drawing.

Librarian John Smith has been elected to the Board of Trustees of the Santa Barbara Museum of Art.

SANTA ANA PUBLIC LIBRARY has had a public hearing on the possible site for a new building. The proposed site, approved by the City Council, is in a two block area which will provide for a new City Hall, a parking area, and the Library.

A second school library was opened in January. These libraries provide quick local service and meet demands from parents for library service without requiring children to go downtown amid traffic hazards. The school PTA's have given something over \$1,000 for books in a little over one year.

Nadine Leffler, Berkeley '46, who was in Hawaii, where her husband was stationed with the Marine Corps, returned to the Library on February 8.

The Library held an open house to honor book reviewers and others who had participated in programs featuring books during the past year. There were 68 of them and with interested guests they virtually filled the library. Dr. Richard Armour spoke on the value of humor in present day tensions with quotes from his recent "It All Happened with Columbus."

GLENDALE PUBLIC LIBRARY. Effective April 2, or thereabouts, the Children's Room of the Main Library will be named the Hans Christian Andersen Room. This choice was made by all of the children's librarians in the library system. They had been searching for a suitable name for some time, and their decision was influenced by the fact that the Forest Lawn Memorial Park here in Glendale has a large collection of Hans Christian Andersen material that was given to them by Mr. Jean Hersholt. Mr. Hersholt has been invited to appear on the dedication program for the naming of the room and has accepted the invitation. The room is being redecorated and appropriate signs and bookplates are being prepared.

The library has finished the compilation and production of a new staff manual which has been distributed to the staff. This manual has been in production for two years under a committee headed by Mrs. Eva Thompson. The 40-page manual is intended to be used as an introduction to the library for new employees, and also as a reference book for all library workers.

The City Planning Division is making a site and location survey for a new branch library or branch libraries in the newly annexed La Crescenta Valley. This area of about thirty thousand people is separated from the rest of Glendale by a mountain ridge. Recommended site probably will be purchased in the next fiscal year, and actual building within two or three years.

COALINGA DISTRICT LIBRARY reports an interesting cooperative enterprise on the part of the Council of Coalinga Libraries which consists of the Coalinga Elementary School Library, Coalinga Junior High School Library, Coalinga Union High School Library and the Coalinga District Library. The Council, which meets weekly for luncheon to discuss common projects and problems, is sponsoring and producing a cooperative book review program, tape-recorded and broadcast over the local station KBMX every Saturday morning at 11:15. Programs are directed mainly to teen-agers with scripts from Book Parade received through the local radio station from Broadcast Music, Inc. Librarians concerned in this activity are Betty Polson, Kathryn Neville, Charlotte Jennett, and Katherine E. Chastain.

CALIFORNIA STATE LIBRARY in January was visited by Miss Doreen G. Bibby, Secretary of the New Zealand Library Association, Wellington, N.Z. Miss Bibby who toured the United States on a Carnegie Corporation Grant was particularly interested in cooperative projects between various libraries and library groups. After visiting Sacramento she spent some time at Richmond Public Library, Sonoma County Library, Kern County Library, and two days with Mrs. Edna Yelland, Executive Secretary of CLA.

During the first two weeks of January Mrs. Zimmerman went to Hawaii as a guest of the U. S. Navy in a group of fourteen women selected from throughout the United States to observe in particular the activities of women in the Navy. While in Hawaii, Mrs. Zimmerman visited several libraries on Oahu and addressed the Hawaii Library Association on January 15.

BURLINGAME PUBLIC LIBRARY. The Grolier Society's Magic Carpet on Wheels spent two days in front of the Burlingame Public Library. Classes from local schools visited the exhibit of rare books and manuscripts.

During February an exhibit of original figurines called Golden Thumb Leprechauns

(What's Going on Here . . . Page 199)

ACADEMIC LIBRARY NOTES

BY WILLIAM READY

THE ACADEMIC libraries of the State have recently welcomed some distinguished visitors. The President of Turkey visited the Hoover Institute and Library recently where he inspected the fine Turkish collection there. It was augmented for the occasion by some of the very old Islamic treatises on medicine and science from the Lane Medical Library. The eminent librarian Frank Francis, the Keeper of Printed Books at the British Museum has come through on a tour of the universities and libraries arranged by the State Department. He delivered himself of an address *The British Museum in Peace and War* in many of the places that he visited and the solid worthy lecture gave no indication of the fine sharp quality of the man who is the librarian of the greatest academic library in the world. Sir John Demetrius Morris, the Chief Justice of Tasmania, the Chancellor of that University, and the most energetic and thoughtful library trustee of the Commonwealth, is concerned with the setting up of a library school in Tasmania and he spent a lot of time visiting and questioning around the Library School at Berkeley and its environs. Like most Australians Sir John prefers the American methods of library administration to the British and in many ways Mr. Francis of the British Museum agreed with him. The thing most noticeable to both of them was the rapport that exists here between the academic libraries and the public libraries: this is something unknown in the U. K. and in Europe, and as Indian library leaders have received their training in the U. K. this division between the academic and the public libraries is developing there also, to the general detriment.

Another visitor of a different kind was Ira Raymond, from the Commonwealth National Library at Canberra. Mr. White, the National Librarian of Australia, has sent Mr. Raymond over here, with an office in New York at 636 Fifth Avenue, to serve as a liaison officer between the Commonwealth National Library and the U. S. Libraries and booksellers.

Donald Coney, thinking of visitors, came up with a wry and an amusing note in a recent issue of *C. U. News* wherein he mentioned that while visitors were coming in to California so were the academic librarians of the state visiting also. At the moment he

is away visiting Germany, at the invitation of the Government of West Germany, Lewis Steig of U.S.C. is in the Philippines, where is also Ray Swank of Stanford, Larry Powell is in New York for a semester, and Henry Madden is in Vienna. Now while all these librarians adjure their staffs to keep their shows on the road, suppose they clip along even more smartly in their absence? He confesses to some qualms about it.

Another lively passage in a recent *C. U. News* was concerned with the announcement in the U.C.L.A. Librarian that in the number of Slavic periodicals and serials currently received U.C.L.A. was third among all the academic libraries in the nation, receiving a little less than one hundred titles regularly. As they are currently receiving more than two hundred and fifty of these titles at the Berkeley campus there was wonder, mixed with acerbity, at this blithe claim of their sister institution.

Dorothy Keller, the Acquisition Librarian at Berkeley, notes with satisfaction that the Library has acquired the 1909-11 Berlin edition of the Frey Michelangelo, with its 300 facsimile plates. Her pleasure at acquiring this great book was further sweetened because a good man, a donor, picked up the cheque for it.

The Norman Douglas Collection at U.C.L.A., already a considerable one, has been enriched by the acquisition of the manuscript of the unpublished *Familiar Spirit* and one of the twelve sets of the monographs *Materials for a Description of Capri*, containing the author's manuscript additions and corrections. The Biomedical Library at U.C.L.A. has just acquired its first incunabulum, *De Materia Medica* by Dioscorides, printed in Tuscany in 1478.

Larry Powell, as noted earlier, has joined the mass exodus of the distinguished librarians from the State. He is Visiting Professor at Columbia for a semester, and both his courses on Library Administration and his seminar on the problems of academic libraries will be exciting; there is no doubt about that.

Stanford recently began its own recording series. It has become the practice to get the writers who are on the campus or who are visiting to record some of their work on a tape machine, and then phonograph

(*Academic Notes . . .* Page 200)

PEOPLE & BOOKS

BY JOE BIGGINS

THAT THERE will always be an ad man cannot be doubted by anyone who has read the *New Yorker* over a period of years. We have two current examples of the copywriter's art which we prize above all others. The first is that slogan which appears on every carton of a certain brand of cigarettes. It is: "There's *something* about them you'll like." The italics are not ours. We regard this as subtlety in advertising. After all, the man is not making extravagant claims. Ah no. He is giving you a chance to pick out the thing you like best about these cigarettes. We do feel, however, that the slogan carries a sort of backhanded point to the effect that if there's nothing about them you like, you are probably pretty damn stupid.

The other current tidbit is: "More people buy Chevrolets than any other car." This is a parallelism that doesn't quite come off. We think that the ad should read: "More *people* buy Chevrolets than any other animal." This patches up the parallelism, and, for all we know, is truer than the original statement.

And speaking of Chevrolets, the other day we read a used car dealer's ad which described the 1949 model he had for sale as: "Convertible, radio, heater, white wall tires—it won't last." We figure those last three words are for those people who expect a '49 Chevrolet to run as long as the model T Fords once did.

We regard as dangerous to the manufacturer any slogan which can be changed in meaning by the substitution of just one word. We spend much time in the presence of a ten-year-old who lives in a topsyturvy world in which "dollar for dollar you can't beat a Chevrolet," and "you can't make a *good* cup of MJB."

As long as man continues to be a reading animal, billions of words a year will be required to fulfill his reading habits. Obviously, with such a supply, it is pos-

sible for anyone to discover for himself the ridiculous as well as the sublime. We like to look for both, and we count the day well spent when we find what we consider a little gem. We found one of these a while back in Dick Friendlich's column in the Sunday S. F. *Chronicle*.

"Bird Note: There's a fowl found in the vicinity of the small town of San Quentin, 150 miles south of San Diego in Lower California. It's a sub-species of California's valley quail. The male has gay plumage, the female is brown and stupid. The sub-species is known to ornithologists as San Quentin quail."

We do not know how common the experience is, but occasionally we run across a passage which seems to echo in our mind as something we have read somewhere before. Usually it bangs around in our vague consciousness for a time and we forget it. Rarely can we trace it. The other day we were reading a 35¢ reprint and we came across this sentence: "After all was said and done, money was a kind of sixth sense, whose lack made it impossible to enjoy the other five."

This same thought, phrased the same way, was a familiar one. We checked our remembered source. It was *OF HUMAN BONDAGE* by Somerset Maugham, which we read last in 1935. This is the passage we remembered: "I have nothing but contempt for the people who despise money. They are hypocrites or fools. Money is like a sixth sense without which you cannot make a complete use of the other five."

A while back we wrote of our favorite professor who said that he felt a little sorry for the librarians "wearing themselves out by the sheer physical work of lifting and cataloging books and wondered at the irony of the fact that their very love of books has ensnared them into tasks calculated to make them hate

them." To this we received an answer in the mail, in verse yet:

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He's way off the beam.
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THE UNITED STATES CIVIL SERVICE COMMISSION wishes to bring to your attention the enclosed announcement of an examination for Prison Library Assistant for positions, paying \$3,410 a

INDEX TO ADVERTISERS

AMES	145
ANGWIN	190
AUSTIN-BENTLEY SEATING CO.	142
AUSTIN SAFE CO.	142
BRO-DART INDUSTRIES	146
THE BROOKMAN CO.	142
COMPTON & CO., F. E.	189
DIRECTORY ADS	186
DOUBLEDAY & CO.	186
FIELD ENTERPRISES, INC.	198
FOLLETT LIBRARY BOOK CO.	194
FOSTER & FUTERNICK CO.	144
GAYLORD BROS., INC.	193
HEALEY & POPOVICH	142
HUNTING CO., H. R.	188
JOHNSON, WALTER J.	202
LIEBEL, CARL J.	198
LONG BEACH LIBRARY BINDERY	188
LOS ANGELES COUNTY PUBLIC LIBRARY	191
LOS ANGELES NEWS CO.	195
MARADOR CORP.	187
NEW METHOD BOOK BINDERY	196
PACIFIC LIBRARY BINDING CO.	199
POSITIONS OPEN	186
REMINGTON RAND, INC.	197
SAN FRANCISCO NEWS CO.	195
SATHER GATE BOOK SHOP	196
SJOSTROM OF PHILADELPHIA	142
SQUIRE, BEN B.	192
STACEY'S	203
TECHNICAL BOOK CO.	139
UNIVERSITY OF CALIFORNIA PRESS	201
VALLEY LIBRARY BINDERY	192
VIRGINIA METAL PRODUCTS	200
VROMAN'S	204
WESTERN LIBRARY SERVICE	189
WORLD BOOK ENCYCLOPEDIA	198

year, in Federal penal and correctional institutions in various cities throughout the country. Men only are desired.

To qualify, applicants must have had appropriate education or experience, and, in addition, must pass a written test. The announcement contains full information regarding the requirements and how to apply. Applications will be accepted by the Board of U. S. Civil Service Examiners, Bureau of Prisons, c/o U. S. Penitentiary, Leavenworth, Kansas, until further notice.

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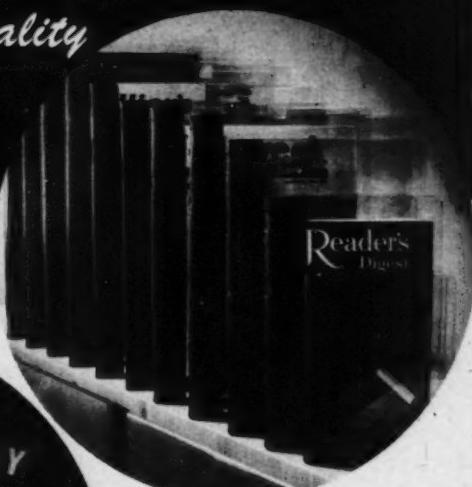
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FINE ARTS PRESS . . . (from page 153)

18. DECORATIVE ART OF THE SOUTHWEST INDIANS. (1936). Folio of Indian designs by Dorothy Smith Sides. 50 plates in black and white, hand colored, with descriptive booklet. Ed.—450 copies. Binding—parchment covered boards, leather back fringed at ends and clasp of sheepskin.

19. SHORT RAVELINGS FROM A LONG YARN. By Benjamin F. Taylor (1936). Camp march sketches of the Santa Fe Train from the notes of Richard L. Wilson. Ed.—250 copies. Binding—half black Fabrikoid.

20. DUFLOT DE MOFRAS TRAVELS ON THE PACIFIC COAST. (1937). 2 vols., translated, edited and annotated by Marguerite E. Wilber. Vol. II of the Calafia series. First English translation of this book on California in the early forties. Binding—brown paper over boards; leather quarter binding.

21. THE CALIFORNIA MISSIONS. (1937). Drawings by Dorothy Smith Sides. Annotations by Clarice Martin Smith. Two editions. Binding—paper covered spiral and wood cover with leather hinge.

22. APRIL FANTASY. (1938). The poems of Mabel Miller Freeman. Illustrated by Dorothy Smith Sides. Binding—blue and cream cloth over board.

23. THE SEVEN QUESTIONS OF TIMUR. By Ahmad Kamal. (1938). Translated by Ahmad Kamal (C. A. K. Hathaway) from an original Turki manuscript concerning Emir Timur known to the Occident as Tamerlane. ED.—480 copies. Binding—de luxe edition bound in full leather calf, gold die stamped in Arabic. Printed on hand made paper imported from France; hand illuminated by Dorothy Smith Sides.

24. DON BERNARDO YORBA. By Terry Stephenson. (1941). "Biography of Don Bernardo Yorba, ranchero and outstanding man of his time." Ed.—275 copies. Binding—cloth over boards.

25. THE STORY OF EL TEJON. By Helen S. Giffen and Arthur Woodward. (1942). History of the Tejon Ranch and Fort Tejon. Ed.—200 copies. Binding—cloth over boards. "The last book printed by the Fine Arts Press."

PRIVATE EDITIONS

1. THE SERMON ON THE MOUNT. (1933). A special de luxe edition hand set on Couldweave vellum Frontispiece; full page original watercolor

by Jean Goodwin. Title page and hand illumination in black, red, blue, and gold by Mary Louise Wallace. Binding—scarlet and black velvet over heavy boards with hand hammered brass cross. Four copies.

2. THE LIBRARY OF FERNANDO COLON. (1934). Extract from an address on "Book Collectors and Bibliographies" delivered by Henry R. Wagner before the Zamorano Club. Hand made natural grey paper cover.

3. IN REMEMBRANCE OF MERTIE L. DAVIS. (n. d.) Composition and type setting by T. E. Williams. Illuminated initial letters by Dorothy Smith Sides. Leather binding by Berlin Studios, Los Angeles.

CHILDREN'S LIBRARIAN

... (from page 154)

ing and profitable talks on the work. I remember an uncle of mine who was a druggist. He used to have some dusty books high up on the shelves in his drug store. He always told me I could have those books when I became a librarian. I don't know to this day what the books were or what happened to them but it certainly gave me a feeling of pride at the time."

Miss Nolte spent her early life in Davenport, Iowa. "Our first free library was established when I was six years old," said Miss Nolte. "However, my mother had a membership card at the subscription library, so I have always been surrounded by good books."

She graduated from the University of Wisconsin in Library Science with a major in English and after graduation worked in a number of libraries—all of them desirable positions—but she had made up her mind she wanted extension work and knew she would never be satisfied until she was a children's librarian in a county library. Western Reserve University offered a special training course for children's librarians at the time. She packed her trunk and went to Cleveland. That was in 1922.

After finishing her course four years passed before she found her way to California. Her work in East Cleveland, Ohio, in the Cleveland Public Library, and her

(Children's Librarian . . . Page 190)

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CHILDREN'S LIBRARIAN

... (from page 189)

position as Librarian in Marinette, Wisconsin, were all accomplished before she was able to reach her goal as children's librarian in county work.

She joined the staff of the Los Angeles County Public Library in 1927, and through twenty-seven years of untiring effort has built the Children's Division as it is today. Her only philosophy regarding county work with children is to spend most of the available time and energy on book selection so that the very best can be had for the budget allowed. In the Los Angeles County Public Library every new book purchased for the children has been personally reviewed by Miss Nolte or one of her staff. "We may reject a book on another library's decision," said Miss Nolte, "but we never buy a book on their recommendation alone. Books are more important than buildings or equipment if the budget is limited. Make-shift may be made for equipment but not for books. The Division has had few frills but we have done our best to get good books to

the boys and girls of Los Angeles County."

Through her dynamic personality and farsightedness Miss Nolte has become a leader in children's work in Southern California. The May Breakfast is an outstanding occasion for librarians and authors of the Southland. Ten years ago that day in May was just another monthly meeting of the branch librarians. Today, with Miss Nolte as a charming Mistress of Ceremonies, the annual breakfast has become a gathering place for all of those with a love of children's literature and an opportunity for librarians and the writers of children's books to mingle and become better acquainted.

Miss Nolte left the Library December 31, 1953, taking the new position as Children's Book Editor for Melmont Publishers, Inc. of Los Angeles. Her first group of books are already on the market. Expressly written for schools and libraries, they are background material for unit work in primary grades. So she has started a second career, and with her enthusiasm it is assured that she will do as well with the new job as she has with the one she has just completed.



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SOUND IN THE LIBRARY

. . . (from page 174)

able to distribute the sound to thirty headsets and to the loudspeakers in adjoining classrooms. By a simple pushbutton operation, he is able to record the voice of any one of the thirty students; by the flick of a switch, change a lesson from French verbs to the most recent popular songs from Paris. He has at his fingertips facilities of a recording studio together with the highest quality playback equipment. And all this is part of the audio program under the supervision of the college library.

All requests for recording are filed with the librarian. These she evaluates and channels to the proper location. If with portable equipment the instructor can accomplish his own task, she issues him materials and a recorder. More involved requests are sent to the language laboratories. However, the library constantly receives requests for recording productions sufficiently complicated as to require professional equipment, personnel and techniques. For such purposes the communication center is available.

Though technically a department in itself, with its own teaching load, the Communication Center operates as a closely allied service wing of the library. As a service agency the Communication Center is equipped with a group of sound treated studios and professional control room apparatus. Here high quality tape and disc recordings can be made, or broadcasts sent by wire to broadcasting stations. Within its studios musical groups and panel discussions can meet for recording. Dramatic groups can produce radio programs. Technical audio services such as dubbing and the recording of motion picture sound track narrations can be offered.

A particularly interesting service of the Communication Center is the recording made under optimum conditions of fresh sound tracks on the newly perfected magnetic motion picture projector.

With this machine channelled from the library visual equipment and placed in the Communication Center, the faculty is offered the opportunity to add additional narrations to established sixteen millimeter

(Sound in the Library . . . Page 194)

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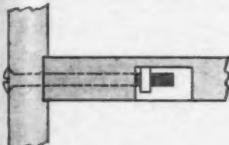
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SOUND IN THE LIBRARY

... (from page 192)

films by the simple device of magnetic stripping and recording.

At the present time, in addition to co-ordinating the program already mentioned, the librarian supervises audio activities of the recently modernized listening room in the library itself and the original experimental listening room, now rebuilt to accommodate thirty-eight students listening simultaneously to four different programs.

All additional audio materials are issued from the library. Portable three-speed phonographs and tape recorders are checked out to departments not equipped with listening room facilities. Phonograph records are circulated to both students and faculty.

Looking into the future, we can see expansion of the current activities, closer coordination with the college cinematography department, additional major recording projects, and the expansion of listening facilities within the library itself.

As yet, a faint gleam in the eye, are

plans for headset listening posts in the library reading room, where students may listen to assignments such as music or poetry appreciation through the means of continuous loop tape mechanisms changed daily in accordance with classroom assignments, and operated on a reserve book (i.e. reserve headset) basis. These posts would fill the need for passive listening in contrast with the mimic-rote techniques of the language laboratories.

Whatever the future brings in additional listening experiments through the library, one thing is definite—the library is no longer a place of sepulchral quietude. Though obviously held within bounds, conducive to the studious atmosphere, sound as a source of information and pleasure has invaded the library to remain.

A girl who had been reading *Crazy Horse*, *Geronimo*, etc., returned some Indian books with the comment: "I've just got to stop reading books about the Indians. I'm getting so that I just HATE the white men."—Pasadena "Grapevine."

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LEGALLY YOURS . . . (from page 179)

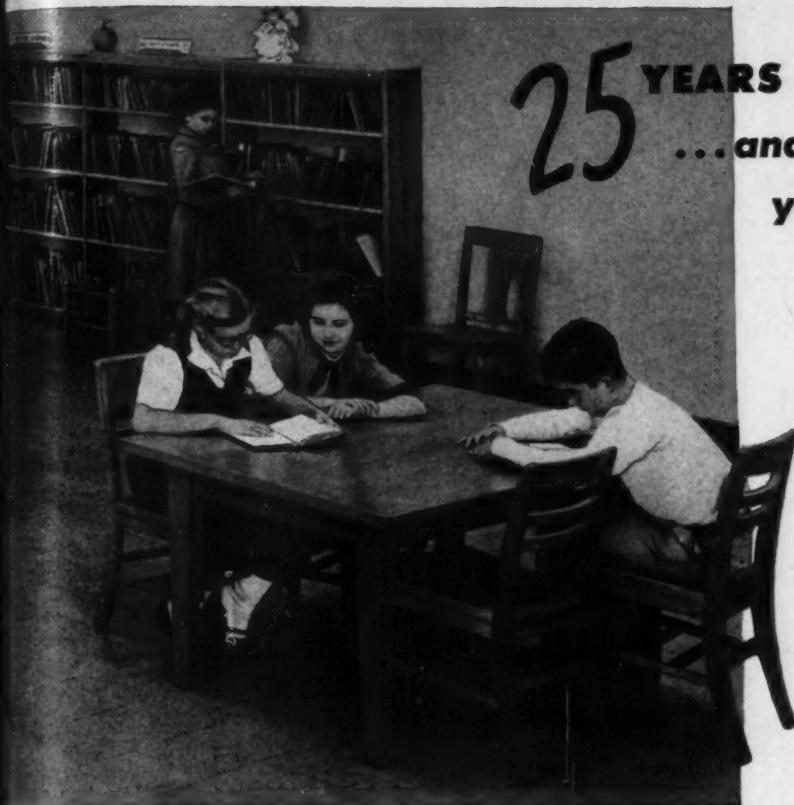
means that limitations set-up for the filing of claims do not apply to the back salary of invalidly suspended Civil Service employees. This case was decided on the theory of equitable estoppel, the Supreme Court saying "Under all of those circumstances the city is properly held estopped to repudiate its own acts and declarations to its own monetary advantage and at the expense of the employee who was concededly illegally deprived of his salary."

College preparation as pre-requisite for admission to Civil Service examination. The Civil Service Commission of San Francisco gave an examination for Playground Director, which was limited to graduates of colleges accredited by the Association of American Universities, or the Northwest Association of Secondary and High Schools. Juanita B. Terry, a graduate of a college accredited by the Southern Association of Colleges and Secondary Schools was denied admission to the examination, and brought suit. The trial court heard expert testimony from Herman A. Spindt, Director of Admissions, University of California, and P. F. Valentine, Dean of Instruction of San Francisco State College to the effect that the standards of the Southern Association were on a par with those accepted by the Commission. The Superior Court, William T. Sweigert, Judge, found that the Commission's rule was arbitrary and discriminatory and ordered Miss Terry admitted to the examination. This was affirmed by the District Court of Appeal (*Terry v Civil Service Commission 108 A.C.A. 1009*). The right to compete for public work is constitutional. It is fundamental and enjoys the personal liberty guarantees of the Fourteenth Amendment. "The privilege of working for the government, local, state and federal, is an important one. It should not be arbitrarily granted to some and denied to others equally qualified."

A review of this case indicates that

(Legally Yours . . . Page 198)

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The children who first sat at this 25-year old table are grown men and women today. Yet a second generation is being served, and well, by it and other items of LB equipment . . . shelving, catalog cases, and a slightly modified charging desk. 70% of the furniture in the children's section alone, is original equipment . . . to give you a small idea of the savings achieved at the Clifton Memorial Library. The cost of refinishing these items was but a fraction of the price of new equipment.

Says Miss Barbara Anne Mearns, Library Director, "Because of the old equipment's fine response to refinishing, we were able to reuse it all, and to allocate the savings to extra furnishings. The result is that we have many of the small

touches that make for a comfortable library, and I am convinced of the wisdom of investment in good quality furnishings — it certainly has been important to Clifton."

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LEGALLY YOURS . . . (from page 196)

great caution must be exercised when competition for positions is limited to accredited library schools. Insofar as some library schools have met A.L.A. standards and have not been accredited, any exclusion of their graduates would appear to be invalid, according to the doctrine of this case.

Invasion of right to privacy. A husband and wife owned and operated a confectionary and ice cream concession in the Farmers' Market in Los Angeles. A picture was taken of them sitting on the patrons' side of their counter, the husband's arms around his wife, and their faces cheek to cheek. This picture was published in the May 1949 Ladies Home Journal with an article called "Love." Under the picture is the caption, "Publicized as glamorous, desirable, love at first sight is a bad risk." As a result of this publication the husband and wife sued alleging that it had caused them to be held up to public "scorn, ridicule, hatred, contempt and obloquy and did rob and deprive (them) of the benefits of public confidence, respect and esteem and did injure (them) in their business and social contacts and associations and in their reputations and health." They asked \$200,000 damages. In this case, Gill v Publishing Co., the Superior Court of Los Angeles County, Arnold Prager, Judge, gave judgment on the pleadings for the defendant publishing company on the grounds that a cause of action had not been stated. This was reversed later by the District Court of Appeal, and finally by the Supreme Court. Both higher courts held that, if proved, the facts alleged in the complaint constitute an invasion of the right of privacy. The opinion of the high court recognizes the legitimate use of pictures in connection with news and a free press. It concludes that in this specific article "the public interest did not require the use of any particular person's likeness nor that of the plaintiff's without their consent" (Gill v Curtis Publishing Co. 38 Cal. 2d. 277). As a result of this decision librarians should exercise caution when using pictures of persons so as not to invade any person's right to privacy.

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WHAT'S GOING ON HERE

... (from page 183)

was featured. These small figurines are made by Mrs. Eulalia Stauffer of Pacific Grove and have been shown recently in San Francisco.

BANNING UNION HIGH SCHOOL DISTRICT LIBRARY. Mrs. Helen H. Fleishman, Librarian of Banning Union High School District Library for twenty-six years retired June 1, 1953 because of ill health. To succeed her, Mrs. Dolores Smithpeter, Assistant Librarian for thirteen years, was appointed on July 1.

The Library Board has recently purchased a lot on which a new library building will be built in the near future.

MODESTO McHENRY LIBRARY. The McHenry Library of the City of Modesto and the Stanislaus County Library, long operated jointly, have recently entered into a new agreement for their joint operation to provide a more unified organization and program. Details are still to be worked out, but the fiscal year 1954-1955 should see the libraries working under one budget.

In general, the County will be responsible for operating expenses including books and other materials. The City will bear the costs

of building maintenance, and the City and County will share personnel costs. Budgetary and policy control will rest with the County.

MONROVIA PUBLIC LIBRARY presented a TV program in January over Channel 28, the USC station. The program "How Can the Public Library Better Serve High School Students" was presented by a panel consisting of Mr. Lester J. Bergslien, Librarian, Sgt. Jack Jimmink, juvenile officer of Monrovia Police Department, and four Monrovia High School students.

FUTURE LIBRARIANS ... (from page 156) tive effect, would be mitigated as the young librarian stands in the breach, and thus a complete aspect is presented—the unknown and the name, the beginner and the success, the bridge and the goal.

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ACADEMIC NOTES . . . (from page 184)

discs ($3\frac{1}{2}$) are cut from the tape recording. Already Robert Frost has recorded some poems, some of them unpublished, and Joyce Cary has read a story, the poet Edward Weissmiller has done the same. There are several of these discs that Stanford will gladly make available to any library that is interested, just for the cost of the making. John Priddle, the administrative assistant, will be glad to fulfill any orders. The cooperation of Harvard University Library has enabled Stanford to build up a very good collection of phono-records of writers reading their own stories and poetry and there are noon concerts of them that are becoming a feature of the Stanford scene.

William L. Emerson (M.S.L.S. University of Southern California, 1953) has been appointed Circulation Librarian at the Los Angeles State College of Applied Arts and Sciences.

William R. Eshelman (B.L.S. California) formerly Serials Librarian, was appointed on January 1, 1954, to the new position of Assistant Librarian at the Los Angeles State College. In addition to general administrative duties, he will supervise the acquisitions program. Mr. Eshelman is partner in

the United Press of Pasadena and co-editor of *Illiterati*. This year he is serving the Rounce and Coffin Club as secretary-treasurer.

Mary Alice Peairs (George Peabody College for Teachers, 1942) formerly Circulation Librarian, has been appointed Education Librarian at the Los Angeles State College of Applied Arts and Sciences.

Ruth Marie Protzman (B.S.L.S. and M.A. Illinois) has been appointed Assistant Catalog Librarian at the Los Angeles State College of Applied Arts and Sciences. She was formerly cataloger and serials-reviser at the Universities of Oregon and Illinois.

Robert G. Wagner (M.A.L.S. Wisconsin) has been appointed Assistant Reference Librarian at the Los Angeles State College. He was formerly in charge of the Troop Information Library at Fort Ord.

Following a recent trip to the La Canada Branch Miss Nolte reported that the staff were still chuckling about a little boy who had just been in and asked: "Has my library card perspired yet?"

—*Los Angeles County "Newsletter."*

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DISTRICT DIGEST

GOLDEN GATE . . . March 20, Richmond Civic Auditorium. Will feature demonstrations of audio-visual and reproducing equipment for libraries — 12 demonstrations, 10:00 and repeated the second hour. Luncheon at 12:00, with brief business meeting, Edwin Castagna and Carma Zimmerman speaking. Simulated book review broadcast by the Bartletts of the radio program "The Family Reads." 2:30 to 4:00 afternoon sessions—subject "Libraries, Librarians, and Dollars," five short talks on specific aspects of the costs and values of library service.

GOLDEN EMPIRE . . . March 27, Davis Campus, University of Calif. Workshop, with a panel of booksellers and dealers from the Bay Area for the afternoon session. *

YOSEMITE . . . April 3, Fresno, probably at the Hacienda, a new motel with meeting facilities. Theme, "Librarian in Political Process." Practical discussion.

REDWOOD . . . May 8, Eureka. Probably reading conference in afternoon, dinner with speaker, probably Edwin Castagna on "Political Process."

SOUTHERN . . . April 24, San Bernardino at National Orange Show. Mrs. Zimmerman and Edwin Castagna to speak in morning. Panel for afternoon discussion, with local legislators included.

MT. SHASTA . . . May 22, (tentative date), Red Bluff.

REFERENCE QUESTION OF THE MONTH

While Mr. Robert D. Monroe was on duty at the Reference Desk a few mornings ago, a woman came up and inquired, "Do you have any encyclopedias that give you diseases?" Since nearly every encyclopedia includes "Antiseptic," our Library probably contains no contagious volumes. As an added precaution, "Penicillin" has been injected into some of our latest editions.—*University of Washington "Library Information."*

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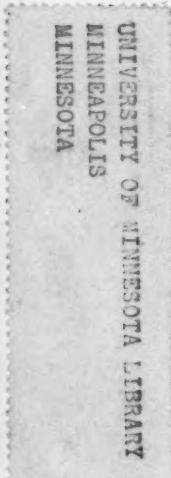


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